DOCUMENT RESUME

ED 340 898 CE 060 060

AUTHOR	Below, Virginia
TITLE	Task Lists for Home Economics Occupations, 1988: Cluster Matrices for Home Economics Occupations. Education for Employment Task Lists.
INSTITUTION	Lake County Area Vocational Center, Grayslake, IL.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	88
CONTRACT	PS-10-130
NOTE	296p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Child Caregivers; Cosmetology; Day Care; Dietetics; *Employment Potential; Facilities; Fashion Industry; Food Service; High Schools; *Home Economics; Home Economics Education; *Home Economics Skills; Homemaking Skills; Home Management; Housekeepers; Interior Design; *Job Skills; *Occupational Clusters; Parenting Skills; Postsecondary Education; Service Occupations; *Task Analysis; Vocational Education

ABSTRACT

This document contains information for home economics occupations in Illinois in seven sections. The first part provides lists of employability skills for the following: food preparation and service worker, fashion designer, dietetic technician, and service coordinator/consumer assistant/concierge. The second section contains task analyses for the occupation of homemaking. The third section, on child and day care services, deals with occupation of childcare worker/instructor. The fourth section, on food services, has task analyses for the following occupations: dining room attendant, counter attendant, institutional cook, and food service manager. The fifth section, clothing and apparel services, deals with fashion sales clerk and fashion sales manager occupations. The sixth section, on institutional and home management services, deals with the occupation of cleaner/domestic housekeeper. The seventh section includes matrices identifying duties and tasks performed in selected occupations in the following service clusters: homemaking, child and day care, clothing and apparel, food, interior furnishings, institutional and home management, and consumer and personal services. (NLA)

****

* Reproductions supplied by EDRS are the best that can be made *

* from the original document. *

****

IL88CD04

019109

ED340898

Education For Employment Task Lists

Illinois State Board of Education

Adult Vocational and Technical Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1988

TASK LISTS

FOR

HOME ECONOMICS OCCUPATIONS

1988

CLUSTER MATRICES

FOR

HOME ECONOMICS OCCUPATIONS

CE 060 060

BEST COPY AVAILABLE

ICBVE
"KEY TO EFFECTIVE LEARNING"

Illinois Competency Based Vocational
Education Project
Housed At: Lake County Area
Vocational Center
19525 West Washington Street
Grayslake, IL 60030-1194
(312) 223-6681 or 620-8770

Task Lists Developed by CBVE Home Economics Occupations Consultant	Virginia Below
CBVE Project Director	Urban T. Oen, Ph.D.

**Education
For
Employment
Task Lists**

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS

Food Preparation and Service Worker: Fast Service
*Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

NOTE:

The duties and tasks found in these task lists form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS-10-130).

EMPLOYABILITY SKILLS

DUTY A: Identifying Employment Opportunities

SKILLS: 1 Identify requirements for job
2 Investigate educational opportunities
3 Investigate occupational opportunities
4 Locate resources for finding employment
5 Confer with prospective employers
6 Identify job trends

DUTY B: Applying Employment Seeking Skills

SKILLS: 1 Locate job openings
2 Document skills and abilities (resume)
3 Prepare for interview
4 Participate in interview
5 Complete required tests
6 Complete required forms
7 Write application letter
8 Write follow-up letter
9 Write acceptance letter
10 Evaluate job offer
11 Evaluate job rejection

DUTY C: Interpreting Employment Capabilities

SKILLS: 1 Match interest to job area
2 Match aptitudes to job area
3 Verify abilities
4 Identify immediate work goal
5 Develop career plan

DUTY D: Demonstrating Appropriate Work Behavior

SKILLS: 1 Exhibit dependability
2 Demonstrate punctuality
3 Follow rules and regulations
4 Recognize the consequences of dishonesty
5 Complete assignments in accurate and timely manner
6 Control emotions
7 Assume responsibility for own decisions and actions
8 Exhibit pride and loyalty
9 Exhibit ability to handle pressures and tensions
10 Demonstrate ability to set priorities
11 Demonstrate problem-solving skills

DUTY E: Maintaining Safe and Healthy Environment

SKILLS: 1 Comply with safety and health rules
2 Select correct tools and equipment
3 Utilize equipment correctly

4 Use appropriate action during emergencies
5 Maintain clean and orderly work area
6 Demonstrate personal hygiene and cleanliness

DUTY F: Maintaining Business-Like Image

SKILLS: 1 Participate in company or agency orientation
2 Demonstrate knowledge of company or agency products and services
3 Exhibit positive behavior
4 Read current job-related publications
5 Support and promote employer's company image and purpose
6 Maintain appearance to comply with company standards

DUTY G: Maintaining Working Relationships with Others

SKILLS: 1 Work productively with others
2 Show empathy, respect and support for others
3 Demonstrate procedures and assist others when necessary
4 Recognize, analyze and solve or refer problems
5 Minimize occurrence of problems
6 Channel emotional reaction constructively

DUTY H: Communicating on the Job

SKILLS: 1 Read and comprehend written communications and information
2 Use correct grammar
3 Speak effectively with others
4 Use job-related terminology
5 Listen attentively
6 Write legibly
7 Use telephone etiquette
8 Follow written and oral directions
9 Ask questions
10 Locate information in order to accomplish task
11 Prepare written communication
12 Utilize keyboarding skills
13 Utilize computer skills

DUTY I: Adapting to Change

SKILLS: 1 Recognize need to change
2 Demonstrate willingness to learn
3 Demonstrate flexibility
4 Participate in continuing education
5 Seek work challenges
6 Adjust career goals/plan as needed

EMPLOYABILITY SKILLS

DUTY J: Understanding How a Business Works

SKILLS: 1 Recognize the role of business in the enterprise system
2 Identify general responsibilities of employees
3 Identify general responsibilities of management/employers
4 Investigate opportunities and options for business ownership
5 Identify planning processes needed to open a business
6 Participate in meetings

DUTY K: Performing Mathematical Skills

SKILLS: 1 Apply mathematics for problem solving
2 Add and subtract whole numbers, decimals and fractions
3 Multiply and divide whole numbers, decimals and fractions
4 Convert numbers between forms expressed as fractions, decimals and percents
5 Convert between standard American units of measure
6 Convert between standard American units and metric units

Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list.

FOOD PREPARATION AND SERVICE WORKER: FAST SERVICE

DUTY A: Following Safety Procedures

TASKS:
1 Check work area for safety hazards
2 Remove safety hazards from work area
3 Report safety violations
4 Administer emergency first aid techniques
5 Complete accident reports and records

DUTY B: Cleaning and Sanitizing

TASKS:
1 Clean and sanitize glassware, dinnerware and flatware
2 Clean and sanitize windows and walls in work station
3 Clean and sanitize condiment dispensers
4 Clean and sanitize beverage dispensers
5 Clean and sanitize ice machines
6 Clean, sanitize and line trash and garbage containers
7 Pick up and dispose of trash
8 Clean and sanitize kitchen work counters
9 Clean and sanitize soft-serve machine
10 Clean and sanitize refrigerated and freezer storage

DUTY C: Serving Guests

TASKS:
1 Greet guests
2 Take orders from guests/clients
3 Present orders to clients
4 Take orders by telephone
5 Place orders for preparation
6 Check orders for correct preparation
7 Process saleschecks
8 Pick up orders to serve to guests
9 Serve orders to guests
10 Complete and present saleschecks
11 Accept payment from guests

DUTY D: Performing Sidework

TASKS:
1 Replenish condiments
2 Replenish sundries
3 Replenish food at serving sites
4 Replenish items on salad bar
5 Replenish beverage machines
6 Clean serving area
7 Clean tables in dining area
8 Replace soiled ashtrays
9 Clean floor in dining area
10 Clean guest washroom

DUTY E: Preparing Beverages

TASKS: 1 Brew coffee
2 Brew tea
3 Prepare hot chocolate
4 Fill beverage dispensers
5 Prepare and portion fruit juices
6 Prepare and portion soft drinks

DUTY F: Preparing Salads

TASKS: 1 Turn on refrigerated rail
2 Refer to Ingredient Usage Chart
3 Gather ingredients
4 Check code date
5 Place ingredients at refrigerated rail
6 Put on plastic gloves
7 Sort and size tomatoes
8 Empty bag of salad mix into sanitized bus box
9 Remove wilted or discolored lettuce
10 Break apart large pieces of lettuce
11 Distribute salad mix in package bases
12 Distribute ingredients such as slices of radish, cucumber or green pepper
13 Place tomato wedges
14 Place egg wedges
15 Mound ingredients such as chicken
16 Return items to refrigerated cooler

DUTY G: Preparing Sandwiches

TASKS: 1 Prepare sandwich items such as meats, cheeses and sandwich spreads
2 Prepare hot sandwiches
3 Prepare cold sandwiches

DUTY H: Preparing Foods for Breakfast

TASKS: 1 Fry eggs
2 Scramble eggs
3 Make quick breads such as waffles, pancakes and French toast
4 Prepare sausage links and patties
5 Prepare ham
6 Prepare bacon
7 Grill hash browns
8 Toast bread
9 Toast English muffins

DUTY I: Preparing Ice Cream Dishes

TASKS:
1 Place portion of ice cream in sundae dish
2 Place portion of topping over ice cream
3 Place nuts over topping
4 Place cover on sundae dish
5 Fill cone
6 Fill shake cup
7 Add malt to shake mixture
8 Mix shake/malt
9 Place portion of ice cream in soda glass
10 Add flavoring to soda glass
11 Add seltzer to soda glass

Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list.

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS

Fashion Designer
*Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

NOTE:

The duties and tasks found in these task lists form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS-10-130).

EMPLOYABILITY SKILLS

DUTY A: Identifying Employment Opportunities

SKILLS: 1 Identify requirements for job
2 Investigate educational opportunities
3 Investigate occupational opportunities
4 Locate resources for finding employment
5 Confer with prospective employers
6 Identify job trends

DUTY B: Applying Employment Seeking Skills

SKILLS: 1 Locate job openings
2 Document skills and abilities (resume)
3 Prepare for interview
4 Participate in interview
5 Complete required tests
6 Complete required forms
7 Write application letter
8 Write follow-up letter
9 Write acceptance letter
10 Evaluate job offer
11 Evaluate job rejection

DUTY C: Interpreting Employment Capabilities

SKILLS: 1 Match interest to job area
2 Match aptitudes to job area
3 Verify abilities
4 Identify immediate work goal
5 Develop career plan

DUTY D: Demonstrating Appropriate Work Behavior

SKILLS: 1 Exhibit dependability
2 Demonstrate punctuality
3 Follow rules and regulations
4 Recognize the consequences of dishonesty
5 Complete assignments in accurate and timely manner
6 Control emotions
7 Assume responsibility for own decisions and actions
8 Exhibit pride and loyalty
9 Exhibit ability to handle pressures and tensions
10 Demonstrate ability to set priorities
11 Demonstrate problem-solving skills

DUTY E: Maintaining Safe and Healthy Environment

SKILLS: 1 Comply with safety and health rules
2 Select correct tools and equipment
3 Utilize equipment correctly

4 Use appropriate action during emergencies
5 Maintain clean and orderly work area
6 Demonstrate personal hygiene and cleanliness

DUTY F: Maintaining Business-Like Image

SKILLS: 1 Participate in company or agency orientation
2 Demonstrate knowledge of company or agency products and services
3 Exhibit positive behavior
4 Read current job-related publications
5 Support and promote employer's company image and purpose
6 Maintain appearance to comply with company standards

DUTY G: Maintaining Working Relationships with Others

SKILLS: 1 Work productively with others
2 Show empathy, respect and support for others
3 Demonstrate procedures and assist others when necessary
4 Recognize, analyze and solve or refer problems
5 Minimize occurrence of problems
6 Channel emotional reaction constructively

DUTY H: Communicating on the Job

SKILLS: 1 Read and comprehend written communications and information
2 Use correct grammar
3 Speak effectively with others
4 Use job-related terminology
5 Listen attentively
6 Write legibly
7 Use telephone etiquette
8 Follow written and oral directions
9 Ask questions
10 Locate information in order to accomplish task
11 Prepare written communication
12 Utilize keyboarding skills
13 Utilize computer skills

DUTY I: Adapting to Change

SKILLS: 1 Recognize need to change
2 Demonstrate willingness to learn
3 Demonstrate flexibility
4 Participate in continuing education
5 Seek work challenges
6 Adjust career goals/plan as needed

EMPLOYABILITY SKILLS

DUTY J: Understanding How a Business Works

SKILLS:
1 Recognize the role of business in the enterprise system
2 Identify general responsibilities of employees
3 Identify general responsibilities of management/employers
4 Investigate opportunities and options for business ownership
5 Identify planning processes needed to open a business
6 Participate in meetings

DUTY K: Performing Mathematical Skills

SKILLS:
1 Apply mathematics for problem solving
2 Add and subtract whole numbers, decimals and fractions
3 Multiply and divide whole numbers, decimals and fractions
4 Convert numbers between forms expressed as fractions, decimals and percents
5 Convert between standard American units of measure
6 Convert between standard American units and metric units

Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list.

FASHION DESIGNER

DUTY A: Sketching

TASKS:
1 Draw the female fashion figure in specified views
2 Draw the male fashion figure in specified views
3 Draw children's fashion figures in specified views
4 Draw heads
5 Draw hands
6 Draw feet
7 Draw silhouettes
8 Draw necklines
9 Draw closings
10 Draw stitching
11 Draw collars
12 Draw sleeves
13 Draw fitting lines
14 Draw skirts
15 Draw slacks
16 Draw trimmings such as cording, braid, beads and applique
17 Render the fashion figure
18 Compile portfolio

DUTY B: Developing Sleeve Patterns

TASKS:
1 Make pattern for straight long sleeve
2 Make pattern for short sleeve
3 Make pattern for tightened cap sleeve
4 Make pattern for bell sleeve
5 Make pattern for puffed sleeve
6 Make pattern for petal sleeve with shirred cap
7 Make pattern for kimono sleeve
8 Make pattern for raglan sleeve
9 Make pattern for drop shoulder
10 Make pattern for shirtwaist sleeve
11 Make pattern for bishop sleeve
12 Make pattern for dolman sleeve

DUTY C: Developing Pocket Patterns

TASKS:
1 Make pattern for welt pocket
2 Make pattern for buttonhole pocket
3 Make pattern for patch pocket
4 Make pattern for flat pocket

DUTY D: Developing Collar Patterns

TASKS:
1 Make pattern for notched collar
2 Make pattern for convertible collar
3 Make pattern for Peter Pan collar
4 Make pattern for rolled shawl collar
5 Make pattern for mandarin collar
6 Make pattern for sailor collar

DUTY E: Making Waist Patterns

TASKS: 1 Develop paper sloper from muslin pattern
2 Develop slopers for various patterns and designs
3 Manipulate darts using pivor method
4 Manipulate darts using slash and spread method
5 Make pattern of a tuck-in shirt
6 Design basic necklines

DUTY F: Making Skirt Patterns

TASKS: 1 Make pattern for a six-gored skirt
2 Develop full circular skirt pattern with two seams
3 Make dirndle skirt pattern
4 Make peg-top skirt pattern
5 Make trumpet skirt pattern
6 Make gored-trumpet skirt pattern
7 Make sarong skirt pattern
8 Make balloon skirt pattern
9 Make hip-yoke skirt pattern
10 Make unpressed pleated skirt pattern
11 Make side-pleated skirt pattern
12 Make box-pleated skirt pattern
13 Make inverted pleat skirt pattern
14 Make kick-pleated skirt pattern

DUTY G: Making Slacks Patterns

TASKS: 1 Make body-fitting slacks pattern
2 Make tailored trousers pattern
3 Make culottes pattern
4 Make toreador pants pattern
5 Make jodphurs pattern
6 Make sailor pants pattern
7 Make shorts pattern

DUTY H: Making Dress Patterns

TASKS: 1 Make princess line dress pattern
2 Make shirred draped garment pattern
3 Make stitched-down pleated dress pattern
4 Make empire waist dress pattern
5 Make two-piece dress pattern
6 Make long torso dress pattern
7 Make A-line dress pattern
8 Make sheath dress pattern
9 Make blouson dress pattern

DUTY I: Draping Waists

TASKS: 1 Drape a basic waist
2 Manipulate darts to drape a waist

DUTY J: Draping Skirts

TASKS: 1 Drape a basic skirt
2 Drape a flared skirt
3 Drape a dirndl skirt
4 Drape a peg skirt
5 Drape a gored skirt
6 Drape a pleated skirt

DUTY K: Draping Sleeves

TASKS: 1 Drape long basic sleeves
2 Drape lantern sleeves
3 Drape drop-shoulder sleeve
4 Drape raglan sleeves
5 Drape balloon sleeves
6 Drape epaulet sleeves
7 Drape fitted sleeves

DUTY L: Draping Collars

TASKS: 1 Drape a notched collar
2 Drape a convertible collar
3 Drape a Peter Pan collar
4 Drape a mandarin collar
5 Drape a rolled shawl collar

DUTY M: Draping Dresses

TASKS: 1 Drape a day dress with fitted midriff
2 Drape princess-line day dress
3 Drape evening dress
4 Drape child's dress
5 Drape a yoke straight dress

DUTY N: Designing a Line of Women's Wear

TASKS: 1 Design seasonal day dresses
2 Design seasonal evening dresses
3 Design bridal gown
4 Design intimate apparel
5 Design actionwear
6 Design coats
7 Design suits

DUTY O: Designing a Line of Men's Wear

TASKS: 1 Design seasonal shirts
2 Design seasonal pants
3 Design sleepwear
4 Design underwear

5 Design actionwear
6 Design coats
7 Design suits

DUTY P: Designing a Line of Children's Wear

TASKS: 1 Design shirts
2 Design pants
3 Design dresses
4 Design sleepwear
5 Design playclothes
6 Design underwear
7 Design coats

Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list.

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS

Dietetic Technician
*Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

NOTE:

The duties and tasks found in these task lists form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS-10-130).

EMPLOYABILITY SKILLS

DUTY A: Identifying Employment Opportunities

SKILLS: 1 Identify requirements for job
2 Investigate educational opportunities
3 Investigate occupational opportunities
4 Locate resources for finding employment
5 Confer with prospective employers
6 Identify job trends

DUTY B: Applying Employment Seeking Skills

SKILLS: 1 Locate job openings
2 Document skills and abilities (resume)
3 Prepare for interview
4 Participate in interview
5 Complete required tests
6 Complete required forms
7 Write application letter
8 Write follow-up letter
9 Write acceptance letter
10 Evaluate job offer
11 Evaluate job rejection

DUTY C: Interpreting Employment Capabilities

SKILLS: 1 Match interest to job area
2 Match aptitudes to job area
3 Verify abilities
4 Identify immediate work goal
5 Develop career plan

DUTY D: Demonstrating Appropriate Work Behavior

SKILLS: 1 Exhibit dependability
2 Demonstrate punctuality
3 Follow rules and regulations
4 Recognize the consequences of dishonesty
5 Complete assignments in accurate and timely manner
6 Control emotions
7 Assume responsibility for own decisions and actions
8 Exhibit pride and loyalty
9 Exhibit ability to handle pressures and tensions
10 Demonstrate ability to set priorities
11 Demonstrate problem-solving skills

DUTY E: Maintaining Safe and Healthy Environment

SKILLS: 1 Comply with safety and health rules
2 Select correct tools and equipment
3 Utilize equipment correctly

4 Use appropriate action during emergencies
5 Maintain clean and orderly work area
6 Demonstrate personal hygiene and cleanliness

DUTY F: Maintaining Business-Like Image

SKILLS: 1 Participate in company or agency orientation
2 Demonstrate knowledge of company or agency products and services
3 Exhibit positive behavior
4 Read current job-related publications
5 Support and promote employer's company image and purpose
6 Maintain appearance to comply with company standards

DUTY G: Maintaining Working Relationships with Others

SKILLS: 1 Work productively with others
2 Show empathy, respect and support for others
3 Demonstrate procedures and assist others when necessary
4 Recognize, analyze and solve or refer problems
5 Minimize occurrence of problems
6 Channel emotional reaction constructively

DUTY H: Communicating on the Job

SKILLS: 1 Read and comprehend written communications and information
2 Use correct grammar
3 Speak effectively with others
4 Use job-related terminology
5 Listen attentively
6 Write legibly
7 Use telephone etiquette
8 Follow written and oral directions
9 Ask questions
10 Locate information in order to accomplish task
11 Prepare written communication
12 Utilize keyboarding skills
13 Utilize computer skills

DUTY I: Adapting to Change

SKILLS: 1 Recognize need to change
2 Demonstrate willingness to learn
3 Demonstrate flexibility
4 Participate in continuing education
5 Seek work challenges
6 Adjust career goals/plan as needed

DUTY J: Understanding How a Business Works

SKILLS:
1 Recognize the role of business in the enterprise system
2 Identify general responsibilities of employees
3 Identify general responsibilities of management/employers
4 Investigate opportunities and options for business ownership
5 Identify planning processes needed to open a business
6 Participate in meetings

DUTY K: Performing Mathematical Skills

SKILLS:
1 Apply mathematics for problem solving
2 Add and subtract whole numbers, decimals and fractions
3 Multiply and divide whole numbers, decimals and fractions
4 Convert numbers between forms expressed as fractions, decimals and percents
5 Convert between standard American units of measure
6 Convert between standard American units and metric units

Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list.

DIETETIC TECHNICIAN

DUTY A: Managing a Food Service Operation

TASKS:
1 Organize work areas for efficiency of time and motion
2 Coordinate food orders
3 Prepare tally sheets for food orders
4 Organize tray line
5 Perform final tray check before serving
6 Supervise cleaning and sanitizing activities
7 Supervise provisions of federal, state and local health laws and regulations

DUTY B: Gathering Data

TASKS:
1 Study client's/patient's medical record
2 Verify diet prescription
3 Discuss eating habits with client/patient
4 Determine client's/patient's food likes and dislikes
5 Calculate specific nutrient values of selected menus and meal patterns
6 Calculate specific calories of selected menus and meal patterns

DUTY C: Planning Menus for Optimal Nutrition

TASKS:
1 Plan menus for restricted sodium intake
2 Plan menus for restricted cholesterol intake
3 Plan menus for restricted fat intake
4 Plan menus for restricted fiber intake
5 Plan menus for restricted protein intake
6 Plan menus for restricted calorie intake
7 Plan diets for client/patient with diabetes
8 Plan diets for client/patient with heart related problems
9 Plan diets for client/patient with high blood pressure
10 Plan diets for client/patient with ulcers
11 Plan diets for surgery patients
12 Plan menus for pregnant women
13 Plan diets for clients with food allergies
14 Plan diets for clients with restrictions due to religious practices
15 Plan diets for clients with restrictions due to cultural practices
16 Plan diets for clients with restrictions due to vegetarian practices

DUTY D: Evaluating and Implementing Nutritional Care Plans

TASKS:
1 Assess dietary intake
2 Observe client/patient to determine food consumption
3 Develop nutritional care plan

4 Attend discharge planning meeting
5 Recommend diets to physicians

DUTY E: Instructing, Counseling, Supervising

TASKS:
1 Screen clients
2 Instruct patients on appropriate diet
3 Teach nutrition classes
4 Supervise group feeding sites
5 Explain dietary restrictions
6 Conduct classes on diet for community health related programs

DUTY F: Documenting Patient's Progress

TASKS:
1 Observe client/patient to determine acceptance of diet
2 Chart client's/patient's progress using traditional charting method
3 Chart client's/patient's progress using SOAPing charting method

DUTY G: Setting Standards

TASKS:
1 Participate in nutrition research studies
2 Work with students and employees in school systems to provide educational programs in nutrition

Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list.

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS

Service Coordinator/Consumer Assistant/Concierge
*Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

NOTE:

The duties and tasks found in these task lists form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS-10-130).

EMPLOYABILITY SKILLS

DUTY A: Identifying Employment Opportunities

SKILLS: 1 Identify requirements for job
2 Investigate educational opportunities
3 Investigate occupational opportunities
4 Locate resources for finding employment
5 Confer with prospective employers
6 Identify job trends

DUTY B: Applying Employment Seeking Skills

SKILLS: 1 Locate job openings
2 Document skills and abilities (resume)
3 Prepare for interview
4 Participate in interview
5 Complete required tests
6 Complete required forms
7 Write application letter
8 Write follow-up letter
9 Write acceptance letter
10 Evaluate job offer
11 Evaluate job rejection

DUTY C: Interpreting Employment Capabilities

SKILLS: 1 Match interest to job area
2 Match aptitudes to job area
3 Verify abilities
4 Identify immediate work goal
5 Develop career plan

DUTY D: Demonstrating Appropriate Work Behavior

SKILLS: 1 Exhibit dependability
2 Demonstrate punctuality
3 Follow rules and regulations
4 Recognize the consequences of dishonesty
5 Complete assignments in accurate and timely manner
6 Control emotions
7 Assume responsibility for own decisions and actions
8 Exhibit pride and loyalty
9 Exhibit ability to handle pressures and tensions
10 Demonstrate ability to set priorities
11 Demonstrate problem-solving skills

DUTY E: Maintaining Safe and Healthy Environment

SKILLS: 1 Comply with safety and health rules
2 Select correct tools and equipment
3 Utilize equipment correctly

4 Use appropriate action during emergencies
5 Maintain clean and orderly work area
6 Demonstrate personal hygiene and cleanliness

DUTY F: Maintaining Business-Like Image

SKILLS: 1 Participate in company or agency orientation
2 Demonstrate knowledge of company or agency products and services
3 Exhibit positive behavior
4 Read current job-related publications
5 Support and promote employer's company image and purpose
6 Maintain appearance to comply with company standards

DUTY G: Maintaining Working Relationships with Others

SKILLS: 1 Work productively with others
2 Show empathy, respect and support for others
3 Demonstrate procedures and assist others when necessary
4 Recognize, analyze and solve or refer problems
5 Minimize occurrence of problems
6 Channel emotional reaction constructively

DUTY H: Communicating on the Job

SKILLS: 1 Read and comprehend written communications and information
2 Use correct grammar
3 Speak effectively with others
4 Use job-related terminology
5 Listen attentively
6 Write legibly
7 Use telephone etiquette
8 Follow written and oral directions
9 Ask questions
10 Locate information in order to accomplish task
11 Prepare written communication
12 Utilize keyboarding skills
13 Utilize computer skills

DUTY I: Adapting to Change

SKILLS: 1 Recognize need to change
2 Demonstrate willingness to learn
3 Demonstrate flexibility
4 Participate in continuing education
5 Seek work challenges
6 Adjust career goals/plan as needed

EMPLOYABILITY SKILLS

DUTY J: Understanding How a Business Works

SKILLS:
1 Recognize the role of business in the enterprise system
2 Identify general responsibilities of employees
3 Identify general responsibilities of management/employers
4 Investigate opportunities and options for business ownership
5 Identify planning processes needed to open a business
6 Participate in meetings

DUTY K: Performing Mathematical Skills

SKILLS:
1 Apply mathematics for problem solving
2 Add and subtract whole numbers, decimals and fractions
3 Multiply and divide whole numbers, decimals and fractions
4 Convert numbers between forms expressed as fractions, decimals and percents
5 Convert between standard American units of measure
6 Convert between standard American units and metric units

> Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list.

SERVICE COORDINATOR/CONSUMER ASSISTANT/CONCIERGE

DUTY A: Developing and Maintaining Interpersonal Relationships

TASKS:
1 Communicate job-related problems to client
2 Communicate job-related problems to supervisor
3 Communicate with client concerning privileges and restrictions such as smoking
4 Communicate with supervisor concerning privileges and restrictions
5 Communicate with other workers regarding work activities
6 Attend meetings called by supervisor

DUTY B: Following Ethical Standards

TASKS:
1 Follow recommended procedures for entering and leaving
2 Establish and follow standards of client confidentiality and privacy
3 Communicate matters of legal importance to supervisor and client
4 Maintain positive attitudes without compromising personal standards

DUTY C: Managing Business Matters

TASKS:
1 Establish and follow payment rates consistently
2 Increase rates and justify as appropriate
3 Provide references
4 Discuss benefits such as social security and insurance with client
5 Discuss responsibility for damage with client
6 Develop written agreement with client
7 Develop release forms for household valuables
8 Recommend alternative services
9 Develop weekly schedules
10 Develop personal standards regarding acceptance of tips, gifts and discards
11 Establish and follow client termination procedures

DUTY D: Developing Rapport with Children and Pets

TASKS:
1 Use names of children and pets
2 Follow client's wishes concerning children and pets
3 Observe client's wishes regarding children's possessions
4 Communicate feelings regarding pets to client

DUTY E: Handling Special Situations

TASKS:
1 Receive and deliver telephone messages
2 Maintain household security
3 Answer doors in businesslike manner

4 Accept deliveries
5 Report abnormal situations to client

DUTY F: Organizing Work Procedures

TASKS:
1 Determine work to be done
2 Determine client checklist of priorities
3 Determine equipment and supplies needed
4 Determine time and energy required to perform tasks

DUTY G: Selling Services

TASKS:
1 Set sales/service goals
2 Develop leads
3 Make sales/service presentation
4 Close the deal

DUTY H: Developing a Network

TASKS:
1 Convey company image/philosophy
2 Develop community outreach
3 Attend service organizations
4 Patronize local businesses
5 Compile reference file
6 Network with competition

DUTY I: Monitoring Activities, Trends, Events

TASKS:
1 Attend related workshops
2 Preview new businesses
3 Read daily newspapers, periodicals and publications
4 Attend activities and events

DUTY J: Performing Administrative Duties

TASKS:
1 Keep accurate records
2 Generate reports
3 Delegate tasks
4 Set fees
5 Manage business funds
6 Market consumer services
7 Collect fees
8 Monitor housekeeping services

DUTY K: Providing Personal Assistance

TASKS:
1 Facilitate the completion of forms
2 Negotiate contracts
3 Locate legal assistance

4 Provide medical assistance
5 Provide security
6 Arrange for security services
7 Provide wardrobe assistance
8 Provide etiquette counseling

DUTY L: Providing Secretarial Services

TASKS: 1 Generate social and business correspondence
2 Process requests
3 Answer phone
4 Arrange for rental of equipment
5 Make reservations and appointments
6 Arrange for special services

DUTY M: Providing Social and Business Assistance

TASKS: 1 Provide entertainment information
2 Provide food and beverage expertise
3 Coordinate amenities
4 Plan and implement events
5 Arrange transportation
6 Hire entertainment
7 Host events

DUTY N: Purchasing for Clients

TASKS: 1 Identify needs of client
2 Locate merchandise
3 Purchase merchandise
4 Package merchandise
5 Deliver merchandise
6 Return merchandise

Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list.

IL88CD04

019115

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

1988

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER: **OCCUPATION OF HOMEMAKING**
OCCUPATION: **HOMEMAKER**
Duty Area: Parenting: Evaluating Impact on Parenting of Family and Career Change

BEST COPY AVAILABLE

ICBVE
"KEY TO EFFECTIVE LEARNING"

Illinois Competency Based Vocational
Education Project
Housed At: Lake County Area
Vocational Center
19525 West Washington Street
Grayslake, IL 60030-1194
(312) 223-6681 or 620-8770

Tasks Analyzed by CBVE Home Economics Occupations Consultant	Virginia Below
CBVE Project Director	Urban T. Oen, Ph.D.

TASK ANALYSIS

OCCUPATION	Homemaker
DUTY AREA	Parenting: Evaluating Impact on Parenting of Family and Career Change
TASK	Identify crises and changes which affect family members
PERFORMANCE STANDARD	As complete a list as possible of crises and changes which affect family members will be compiled.
STEPS	1. List possible crises. 2. List possible changes within the family.
KNOWLEDGE	Define crisis. Define family change. Determine possible reactions to crises. Determine possible reactions to change. Determine which crises are avoidable. Determine which changes are avoidable.
ATTITUDES	Respect the need for evaluating the impact of change. Communicate effects of career change on family members. Communicate effects of family change on family members. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to family members by identifying and dealing with crises and changes.
EQUIPMENT AND MATERIALS	Magazines Newspapers Books Media sources
SOURCE OF ANALYSIS	V-TECS Catalog, Parenting, Performance Objective #4. Summary of available resources.

ILLINOIS
STATE GOALS
FOR
LEARNING

Biological and Physical Sciences:

- Goal 1-I: Cause and effect relationships which allow predictions to be made.
- Goal 2-F: Application of selected ecological concepts to human and environmental situations.
- Goal 4-F: Communication.
- Goal 4-G: Data collection, organization and interpretation.

Physical Development and Health

- Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging.
- Goal 2-I: Differences between stress and distress.
- Goal 2-J: Healthy and unhealthy responses to stress and their relationship to physical and mental illness.
- Goal 2-M: Development of positive self-concept and how it relates to physical and emotional variations and interpersonal relationships.
- Goal 2-Q: Effects of various lifestyles on well-being.
- Goal 2-R: Signs and symptoms indicating the need for professional medical attention.
- Goal 2-V: Characteristics of mental health and mental illness.

TASK ANALYSIS

OCCUPATION	Homemaker
DUTY AREA	Parenting: Evaluating Impact on Parenting of Family and Career Changes
TASK	Identify ways of easing the transition of family and career changes
PERFORMANCE STANDARD	The transition caused by a change in family or of career will be made in a way considered to be least traumatic for family members.
STEPS	1. List changes which may occur within families. 2. List changes caused by a career change. 3. Obtain information regarding changes. 4. List available options. 5. Investigate community services offered. 6. Evaluate available options. 7. Discuss feelings about potential change. 8. Answer questions posed by family members. 9. Study lists of changes. 10. Establish guidelines for handling family change. 11. Establish guidelines for handling career change.
KNOWLEDGE	Define family change. Define career change. Determine which changes are avoidable. Determine possible effects of change on parenting. Determine available community services.
ATTITUDES	Acknowledge the need for evaluating the impact of change. Communicate effects of career change. Communicate effects of family change. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to family members by identifying and dealing with changes.
EQUIPMENT AND MATERIALS	Magazines Newspapers Books Media sources

SOURCE OF ANALYSIS	Summary of available resources.
ILLINOIS STATE GOALS FOR LEARNING	Physical Development and Health Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging. Goal 2-I: Differences between stress and distress. Goal 2-J: Healthy and unhealthy responses to stress and their relationship to physical and mental illness. Goal 2-M: Development of positive self-concept and how it relates to physical and emotional variations and interpersonal relationships. Goal 2-R: Signs and symptoms indicating the need for professional medical attention. Goal 2-V: Characteristics of mental health and mental illness.

TASK ANALYSIS

OCCUPATION	Homemaker
DUTY AREA	Parenting: Evaluating Impact on Parenting of Family and Career Change
TASK	Identify parenting skills that are transferable to the marketplace
PERFORMANCE STANDARD	A thorough investigation of skills attained through parenting and of potentially available jobs will be carried out.
STEPS	1. Assess the characteristics of a good parent. 2. Assess personal job interests. 3. Investigate child care occupations. 4. Investigate requirements for each occupation. 5. Assess personal job aptitudes. 6. List personal restrictions. 7. Investigate community resources which may help meet requirements for potential occupations.
KNOWLEDGE	Determine which characteristics of a parent can be transferred to the job market. Determine which personal characteristics can be transferred to the job market. Determine requirements for each potential occupation. Determine community resources which may help fulfill needs.
ATTITUDES	Communicate knowledge of personal characteristics which prepare one for the job market. Assess job interests and aptitudes. Accept the possibility of needing to obtain additional training. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to self by identifying and dealing with job requirements and personal restrictions. Reduce risk to family members by identifying and dealing with job requirements and personal restrictions.
EQUIPMENT AND MATERIALS	Newspapers Media sources Community resources

SOURCE OF ANALYSIS	Summary of available resources.
ILLINOIS STATE GOALS FOR LEARNING	Biological and Physical Sciences: Goal 4-G: Data collection, organization and interpretation. Physical Development and Health: Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging. Goal 2-M: Development of positive self-concept and how it relates to physical and emotional variations and interpersonal relationships.

TASK ANALYSIS

OCCUPATION	Homemaker
DUTY AREA	Parenting: Evaluating Impact on Parenting of Family and Career Changes
TASK	Identify how changes in technology may affect the family
PERFORMANCE STANDARD	An evaluation of the way in which changes in technology may affect the family will be made.
STEP	1. Identify changes which may occur as a result of technology. 2. Prepare a list of questions concerning various technological changes. 3. Research answers to questions. 3. Identify ways in which each change may affect the family. 4. Evaluate available options.
KNOWLEDGE	Determine technological changes which may affect the family. Determine which changes are unavoidable. Determine possible reactions to change. Determine ways of dealing with change.
ATTITUDES	Assess the need for evaluating the impact of change. Communicate a matter of fact attitude about ways that technological change affects the family. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to family members by identifying ways in which technology affects the family.
EQUIPMENT AND MATERIALS	Magazines Newspapers Books Media sources
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:
- Goal 2-C: Relationships between the natural and technological world.
- Goal 2-D: Influence of scientific and technological research on the needs, interest, and financial support of society.
- Goal 4-A: Observation.
- Goal 4-C: Inference.
- Goal 4-D: Prediction.

Physical Development and Health:
- Goal 2-Q: Effects of various lifestyles on well-being.
- Goal 3-L: Effects of human relationships with the environment on lifestyles in the present and in the future.

Social Sciences:
- Goal 2-F: Impacts of urbanization, industrialization and emerging technology on the nation's environment, as well as on its social, political and economic institutions.
- Goal 3-I: Effects of mass communication on human behavior.

TASK ANALYSIS

OCCUPATION	Homemaker
DUTY AREA	Parenting: Evaluating Impact on Parenting of Family and Career Changes
TASK	Determine and select supportive services for parenting
PERFORMANCE STANDARD	Selection of supportive services will be made based on carefully collected data.
STEPS	1. Identify services the community can offer in the area of education, child-care facilities, recreational facilities, medical facilities, social services and support organizations. 2. Establish which services are needed. 3. Establish family guidelines for various situations. 4. Evaluate advantages and disadvantages for various types of services available. 5. Make selection.
KNOWLEDGE	Define situations for which support services may be needed. Determine community services which may fulfill needs. Specify family requirements for services.
ATTITUDES	Respect the need for evaluating available supportive services. Realize effects on family of service selected. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to family by identifying and dealing with the need for support services.
EQUIPMENT AND MATERIALS	Magazines Newspapers Media sources
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS
STATE GOALS
FOR
LEARNING

Biological and Physical Sciences:
- Goal 4-G: Data collection, organization and interpretation.

Physical Development and Health:
- Goal 2-L: Community agencies providing personal and family assistance for mental and emotional problems and chemical use and abuse.
- Goal 2-N: Causes of child abuse and the methods of prevention.
- Goal 2-R: Signs and symptoms indicating the need for professional medical attention.
- Goal 2-S: Health agencies and the type of medical personnel providing services for prevention and treatment of disease.
- Goal 3-I: Appropriate emergency agencies and phone numbers.

TASK ANALYSIS

OCCUPATION	Homemaker
DUTY AREA	Parenting: Evaluating Impact on Parenting of Family and Career Changes
TASK	Analyze the effects of planned and unplanned change on parenting
PERFORMANCE STANDARD	As complete an analyses as possible of the effects of planned and unplanned change on parenting will be made.
STEPS	1. List possible planned changes which may occur. 2. List possible unplanned changes which may occur. 3. Prepare a list of concerns regarding changes. 4. Obtain information regarding various changes. 5. Examine possible effects on parenting caused by each identified change. 6. Outline available options. 7. Investigate available community services offered. 8. Establish guidelines for handling changes.
KNOWLEDGE	Determine changes,planned and unplanned,which may affect parenting. Establish which changes are unavoidable. Critique available community services. Identify possible effects of change on parenting.
ATTITUDES	Differentiate changes which may affect parenting. Assess the need to analyze the effects of change on parenting. Acknowledge a possible need for obtaining outside help in dealing with changes. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to family members by analyzing changes which may affect parenting.
EQUIPMENT AND MATERIALS	Magazines Newspapers Books Media sources

SOURCE OF ANALYSIS

Summary of available resources.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:
- Goal 4-G: Data collection, organization and interpretation.

Physical Development and Health:
- Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging.
- Goal 2-I: Differences between stress and distress.
- Goal 2-J: Healthy and unhealthy responses to stress and their relationship to physical and mental illness.
- Goal 2-L: Community agencies providing personal and family assistance for mental and emotional problems and chemical use and abuse.
- Goal 2-N: Causes of child abuse and the methods of prevention.
- Goal 2-Q: Effects of various lifestyles on well-being.

Social Sciences:
- Goal 3-D: Development and functions of the institution of the family.
- Goal 3-E: Common support networks in contemporary society.

TASK ANALYSIS

OCCUPATION Homemaker

DUTY AREA Parenting: Evaluating Impact on Parenting of Family and Career Changes

TASK Foster the acceptance and promotion of growth toward child's independence as it relates to change and stress in the family unit

PERFORMANCE STANDARD Every effort will be made to accept and to promote the development of independence in the child with a minimum of stress for family members.

STEPS

1. List possible ways in which the development of independence in child may create changes in the family unit.
2. List possible ways in which the development of independence in child may create stressful situations and conditions in the family.
3. Identify signs of stress.
4. Assist child in expressing feelings.
5. Accept child's feelings as real and important.
6. Establish famiy guidelines for dealing with various situations.
7. Discuss with younger child family policy regarding:
    a. Acceptable activities.
    b. Transportation arrangements.
    c. Time limits.
    d. Telephone usage.
    e. Visits to other children's homes.
    f. Visits by other children.
8. Identify with adolescents family policy regarding:
    a. Age to start dating.
    b. Acceptable activities.
    c. Transportation arrangements.
    d. Use of tobacco, alcohol and other drugs.
    e. Time limits.
    f. Telephone usage.
    g. Acceptable behavior on dates.
9. Evaluate available options.
10. Answer child's questions.
11. Reassure child.
12. Identify community resources available.
13. Evaluate advantages and disadvantages of types of service available.

KNOWLEDGE	Determine the extent to which child's development of independence may create change within the family. Determine the extent to which child's development of independence may create stress within the family. Demonstrate knowledge of which changes are unavoidable. Describe ways to avoid stress. Ask appropriate questions to establish understanding between child and parent. Demonstrate an open minded attitude. Determine community resources which may help fulfill needs.
ATTITUDES	Assess the child's need for developing independence. Assess the need for establishing family policy. Support the child's right to have family policy identified. Determine a possible need for community resources. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to self by identifying and dealing with possible change and stress. Reduce risk to child by identifying and dealing with possible change and stress.
EQUIPMENT AND MATERIALS	Magazines Newspapers Books Media sources Community resources
SOURCE OF ANALYSIS	V-TECS Catalog, Parenting, Performance Objectives 120, 139, 140. Summary of available resources.
ILLINOIS STATE GOALS FOR LEARNING	Biological and Physical Sciences: Goal 1-L: Stages, mechanisms, and rates of change.

ILLINOIS
STATE GOALS
FOR
LEARNING
(CONT)

Physical Development and Health:

- Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging.
- Goal 2-I: Differences between stress and distress.
- Goal 2-J: Healthy and unhealthy responses to stress and their relationship to physical and mental illness.
- Goal 2-M: Development of positive self-concept and how it relates to physical and emotional variations and interpersonal relationships.
- Goal 2-N: Causes of child abuse and the methods of prevention.
- Goal 2-O: Motives for use and non-use of chemical substances and their alternatives.
- Goal 2-Q: Effects of various lifestyles on well-being.
- Goal 2-R: Signs and symptoms indicating the need for professional medical attention.
- Goal 2-S: Health agencies and the type of medical personnel providing services for prevention and treatment of disease.
- Goal 2-V: Characteristics of mental health and mental illness.

Social Sciences:

- Goal 3-A: Selected principles of human physical development.
- Goal 3-D: Development and functions of the institution of the family.
- Goal 3-E: Common support networks in contemporary society.
- Goal 3-G: Selected types of antisocial behavior and various methods of intervention.

TASK ANALYSIS

OCCUPATION	Homemaker
DUTY AREA	Parenting: Evaluating Impact on Parenting of Family and Career Changes
TASK	Identify appropriate methods of dealing with stress so as to prevent child abuse
PERFORMANCE STANDARD	As complete a list as possible of appropriate methods of handling stress will be made.
STEPS	1. List situations and conditions which create stress. 2. Identify signs of stress. 3. List ways in which stress may lead to child abuse. 4. Identify social services and organizations the community offers such as Stesss Hotline or support groups. 5. Evaluate advantages and disadvantages of services available. 6. Establish family guidelines for handling stressful situations. 7. Sign up for a class on controling stress. 8. Enroll in an exercise program. 9. Plan activities which do not include children.
KNOWLEDGE	Describe situations and conditions which lead to stress. Determine ways in which stress may lead to child abuse. Indicate stressful situations and conditions which are unavoidable. Describe ways to avoid stress. Determine community resources.
ATTITUDES	Resolve the need for establishing family policy. Support the child's right to live in an abuse free home. Accept a possible need for community resources. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to children by identifying and dealing with stressful situations and conditions which may contribute to child abuse.

EQUIPMENT AND MATERIALS	Magazines Newspapers Books Media sources Community resources
SOURCE OF ANALYSIS	V-TECS Catalog, Parenting, Performance Objectives 19 and 101. Summary of available resources.
ILLINOIS STATE GOALS FOR LEARNING	Physical Development and Health Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging. Goal 2-I: Differences between stress and distress. Goal 2-J: Healthy and unhealthy responses to stress and their relationship to physical and mental illness. Goal 2-K: Behaviors which promote self-esteem without being destructive to self or others. Goal 2-L: Community agencies providing personal and family assistance for mental and emotional problems and chemical use and abuse. Goal 2-M: Development of positive self-concept and how it relates to physical and emotional variations and interpersonal relationships. Goal 2-N: Causes of child abuse and the methods of prevention. Goal 2-R: Signs and symptoms indicating the need for professional medical attention. Goal 2-V: Characteristics of mental health and mental illness. Goal 3-I: Appropriate emergency agencies and phone numbers. Social Sciences: Goal 3-D: Development and functions of the institution of the family. Goal 3-E: Common support networks in contemporary society. Goal 3-G: Selected types of antisocial behavior and various methods of intervention. Goal 3-H: Influences of customs, traditions, and folkways in shaping human behavior. Goal 3-I: Effects of mass communication on human behavior. Goal 5-K: Relationships between individual and societal value systems.

TASK ANALYSIS

OCCUPATION	Homemaker
DUTY AREA	Parenting: Evaluating Impact on Parenting of Family and Career Changes
TASK	Identify decision-making, transition and coping skills needed to function effectively as a parent during changes occurring at various life stages
PERFORMANCE STANDARD	As complete a list of decision-making, transition and coping skills needed to function effectively as a parent during changes which occur at various life stages as possible will be made.
STEPS	1. Identify life stages. 2. Identify decision-making skills needed. 3. Identify transition skills needed. 4. Identify coping skills needed. 5. List possible changes which may occur within families. 6. Obtain information regarding changes. 7. Investigate community services offered. 8. Evaluate available options. 9. Discuss feelings about potential change. 10. Answer questions posed by family members. 11. Establish guidelines for handling change.
KNOWLEDGE	Define family change. Define situations for which support services may be needed. Determine which changes are unavoidable. Determine possible effects of change on parenting. Determine available community services.
ATTITUDES	Assess decision-making, transition and coping skills. Support the possibility of needing community services. Differentiate the effects of various life stages. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to self by identifying and dealing with decision-making, transition and coping skills needed at various life stages. Reduce risk to family by identifying and dealing with decision-making, transition and coping skills needed at various life stages.

EQUIPMENT AND MATERIALS

- Magazines
- Newspapers
- Books
- Media sources
- Community sources

SOURCE OF ANALYSIS

Summary of available resources.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:
- Goal 1-L: Stages, mechanisms, and rates of change.
- Goal 4-G: Data collection, organization and interpretation.

Physical Development and Health:
- Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging.
- Goal 2-M: Development of positive self-concept and how it relates to physical and emotional variations and interpersonal relationships.

Social Sciences:
- Goal 3-D: Development and functions of the institution of the family.
- Goal 3-H: Influences of customs, traditions, and folkways in shaping human behavior.
- Goal 5-K: Relationships between individual and societal value systems.

IL88CD04

019111

**Education
For
Employment
Task Lists**

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

1988

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER: **CHILD AND DAY CARE SERVICES**
OCCUPATION: **CHILD CARE WORKER/INSTRUCTOR**
Duty Area: Providing Guidance and Directing Behavior

"KEY TO EFFECTIVE LEARNING"

Illinois Competency Based Vocational
Education Project
Housed At: Lake County Area
Vocational Center
19525 West Washington Street
Grayslake, IL 60030-1194
(312) 223-6681 or 620-8770

Tasks Analyzed by CBVE Home Economics Occupations Consultant	Virginia Below
CBVE Project Director	Urban T. Oen, Ph.D.

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER: **CHILD AND DAY CARE SERVICES**
OCCUPATION: **CHILD CARE WORKER/INSTRUCTOR**
Duty Area: Providing Guidance and Directing Behavior

TASK ANALYSIS

OCCUPATION	Child Care Worker/Instructor
DUTY AREA	Providing Guidance and Directing Behavior
TASK	Monitor behavior of children
PERFORMANCE STANDARD	Behavior of children is monitored in such a way that misbehavior is redirected to a positive activity promptly and children are kept safe.
STEPS	1. Identify acceptable behavior. 2. Identify unacceptable behavior. 3. Observe children at activities. 4. Communicate with children concerning behavior. 5. Reinforce appropriate behavior to encourage it's continuation. 6. Remind children that unacceptable behavior is not allowed. 7. Make written notes of observed behavior. 8. Discuss observations with supervisor.
KNOWLEDGE	Demonstrate knowledge of developmental stages. Identify behaviors which are unacceptable. Identify behaviors which are acceptable. Identify observation techniques.
ATTITUDES	Respect the need for consistency, fairness and patience when working with children. Display understanding of acceptable behaviors. Display understanding of unacceptable behaviors. Respect the value of written observation notes. Respect the value of sharing observations with supervisor. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to children by monitoring behavior continuously. Reduce risk to children by redirecting unacceptable behavior promptly.
EQUIPMENT AND MATERIALS	Observation pads Information file on behavior Information file on observations

SOURCE OF ANALYSIS

Vocational Home Economics Job Training Resource Guide for Child Care Service, Department of Education, State of Ohio, 1977.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:
- Goal 4-A: Observation.
- Goal 4-D: Prediction.
- Goal 4-E: Measurement.
- Goal 4-F: Communication.
- Goal 4-G: Data collection, organization and interpretation.

Physical Development and Health:
- Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging.
- Goal 2-A: Effects of cooperation and emotional control on physical performance.
- Goal 3-G: Safety procedures at home, workplace, school, and recreation sites for the prevention of fires, poisoning, drowning, and other accidents.

Language Arts:
- Goal 2-A: Meaning of spoken messages.
- Goal 4-A: Clear and expressive speaking.

Social Sciences:
- Goal 3-B: Selected principles of learning and motivation.
- Goal 3-F: Development of oral and written communication.
- Goal 3-G: Selected types of antisocial behavior and various methods of intervention.

TASK ANALYSIS

OCCUPATION	Child Care Worker/Instructor
DUTY AREA	Providing Guidance and Directing Behavior
TASK	Develop behavioral expectations by age level
PERFORMANCE STANDARD	Behavioral expectations will be developed by age levels in order to assure each child is capable of behaving as expected.
STEPS	1. Study files on behavioral expectations acceptable to each age. 2. Research literature on behavioral expectations. 3. Draw up written descriptions of behavioral expectations for each are group. 4. Discuss expectations with supervisor. 5. Discuss written policy with supervisor.
KNOWLEDGE	Demonstrate knowledge of developmental stages. Identify behaviors which are unacceptable for each age. Identify behaviors which are acceptable for each age.
ATTITUDES	Display understanding of acceptable behaviors. Display understanding of unacceptable behaviors. Respect the value of sharing expectations with supervisor. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to children by developing reasonable expectations which are appropriate at each age.
EQUIPMENT AND MATERIALS	Information file on age appropriate behavior
SOURCE OF ANALYSIS	Vocational Home Economics Job Training Resource Guide for Child Care Service, Department of Education, State of Ohio, 1977.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:
- Goal 4-A: Observation.
- Goal 4-D: Prediction.
- Goal 4-G: Data collection, organization and interpretation.

Physical Development and Health:
- Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging.

Language Arts:
- Goal 1-A: Recognition, recall, and summarization of material read.

Social Sciences:
- Goal 3-B: Selected principles of learning and motivation.
- Goal 3-F: Development of oral and written communication.
- Goal 4-G: Data collection, organization and interpretation.

TASK ANALYSIS

OCCUPATION	Child Care Worker/Instructor
DUTY AREA	Providing Guidance and Directing Behavior
TASK	Maintain up-do-date information on factors which influence behavior
PERFORMANCE STANDARD	Maintaining up-to-date information on factors which influence behavior will assure information is current and correct and will help in monitoring and guiding behavior.
STEPS	1. Study files on factors which influence behavior. 2. Research literature on factors which influence behavior.. 3. Draw up written descriptions of behavioral influences. 4. Place written descriptions of behavioral influences in file. 5. Share new information with supervisor. 6. Share new information with fellow workers.
KNOWLEDGE	Demonstrate knowledge of developmental stages. Identify behavioral influences. Identify behavioral influences which are desirable.
ATTITUDES	Display understanding of behavioral influences. Respect the value of sharing information with supervisor. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to children by developing an understanding of behavioral influences.
EQUIPMENT AND MATERIALS	Files on behavioral influences Current literature concerning behavior
SOURCE OF ANALYSIS	Vocational Home Economics Job Training Resource Guide for Child Care Service, Department of Education, State of Ohio, 1977.

ILLINOIS STATE GOALS FOR LEARNING	Physical Development and Health: Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging. Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Social Sciences: Goal 3-B: Selected principles of learning and motivation. Goal 3-F: Development of oral and written communication. Goal 4-G: Data collection, organization and interpretation.

TASK ANALYSIS

OCCUPATION	Child Care Worker/Instructor
DUTY AREA	Providing Guidance and Directing Behavior
TASK	Implement verbal and non-verbal guidance techniques
PERFORMANCE STANDARD	Verbal and non-verbal guidance techniques will be implemented in a consistant, impartial manner.
STEPS	1. Research literature on verbal guidance techniques. 2. Research literature on non-verbal guidance techniques. 3. Study files on verbal guidance techniques. 4 Study files on non-verbal guidance techniques. 5. Draw up written descriptions of appropriate verbal and non-verbal guidance techniques. 6. Discuss verbal and non-verbal guidance techniques with supervisor. 7. Make a decision on verbal guidance techniques to be used. 8. Make a decision on non-verbal guidance techniques to be used.
KNOWLEDGE	Demonstrate knowledge of verbal guidance techniques. Demonstrate knowledge of non-verbal guidance techniques. Identify acceptable verbal guidance techniques. Identify acceptable non-verbal guidance techniques.
ATTITUDES	Display understanding of acceptable verbal and non-verbal guidance techniques. Display understanding of unacceptable verbal and non-verbal guidance techniques. Respect the value of sharing expectations with supervisor. In addition, refer to Employability Skills List.
SAFETY	Reduce risk to children by adopting reasonable verbal and non-verbal guidance techniques.
EQUIPMENT AND MATERIALS	File on verbal guidance techniques File on non-verbal guidance techniques

SOURCE OF ANALYSIS	Vocational Home Economics Job Training Resource Guide for Child Care Service, Department of Education, State of Ohio, 1977.
ILLINOIS STATE GOALS FOR LEARNING	Biological and Physical Sciences: Goal 4-A: Observation. Goal 4-D: Prediction. Goal 4-G: Data collection, organization and interpretation. Physical Development and Health: Goal 1-F: Basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood and the aging. Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Social Sciences: Goal 3-B: Selected principles of learning and motivation. Goal 3-F: Development of oral and written communication. Goal 4-G: Data collection, organization and interpretation.

IL88CD04 019112

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

1988

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER: **FOOD SERVICES**
OCCUPATION: **DINING ROOM ATTENDANT**
Duty Area: Cleaning and Sanitizing

OCCUPATION: **COUNTER ATTENDANT**
Duty Area: Cleaning and Sanitizing

OCCUPATION: **INSTITUTIONAL COOK**
Duty Area: Coordinating Food Orders

OCCUPATION: **FOOD SERVICE MANAGER**
Duty Area: Managing a Food Service Operation

BEST COPY AVAILABLE

ICBVE
"KEY TO EFFECTIVE LEARNING"

Illinois Competency Based Vocational
Education Project
Housed At: Lake County Area
Vocational Center
19525 West Washington Street
Grayslake, IL 60030-1194
(312) 223-6681 or 620-8770

Tasks Analyzed by CBVE
Home Economics Occupations Consultant — Virginia Below

CBVE Project Director — Urban T. Oen, Ph.D.

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER:	**FOOD SERVICES**
OCCUPATION:	**DINING ROOM ATTENDANT**
Duty Area:	Cleaning and Sanitizing

TASK ANALYSIS

OCCUPATION Dining Room Attendant

DUTY AREA Cleaning and Sanitizing

TASK Clean and sanitize windows and walls in work station

PERFORMANCE STANDARD Painted, porcelain and tile surfaces must be free of soil, grease and spillage and must be free of streaks, stains, and spots. Glass surfaces must be free of soil and grease, without spots, streaks, glare and lint.

STEPS

1. Examine surface for stains, soil and cracks.
2. Assemble cleaning supplies.
   DECISIONS: Which cleanser should be used?
   CUES: Certain ingredients may react harmfully with surface being cleaned.
   ERRORS: Deadly gases can be formed.
3. Read directions on cleansers.
4. Vacuum or brush away loose soil.
5. Wipe or dust painted area.
6. Remove stains, marks and soil.
7. Wash surfaces.
8. Rinse surfaces.
9. Wipe surfaces dry.
10. Remove or fasten window coverings out of way.
11. Clean window frame.
12. Clean glass.
13. Remove excess water.
14. Adjust window coverings.
15. Store supplies and equipment.

KNOWLEDGE

Apply knowledge of cleansers.
Determine if stains should be pretreated.
Determine if cracks present a safety hazard.
Demonstrate safe storage of cleansers.

ATTITUDES Demonstrate knowledge of which cleansers should not be mixed.

SAFETY

Use safe practices when bending and stretching.
Follow directions for using cleansers safely.

EQUIPMENT AND MATERIALS	Brushes Sponges Scrubber Bucket Cloths Cleaning solvent Glass cleaner Degreaser Stain remover Rust remover Ladder
SOURCE OF ANALYSIS	V-TECS Baker Catalog, Performance Objective #'s 18-25. V-TECS General Housekeeper Catalog, Performance Objective #'s 15, 16.
ILLINOIS STATE GOALS FOR LEARNING	Mathematics: Goal 2-C: Application of ratios and proportions to real-life situations. Goal 3-A: Measurement in various contexts using appropriate units. Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem. Goal 7-H: Use of mental arithmetic to estimate results of computations. Biological and Physical Sciences: Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER: **FOOD SERVICES**
OCCUPATION: **COUNTER ATTENDANT**
Duty Area: Cleaning and Sanitizing

BEST COPY AVAILABLE

TASK ANALYSIS

OCCUPATION Counter Attendant

DUTY AREA Cleaning and Sanitizing

TASK Clean and sanitize glassware, dinnerware, and flatware

PERFORMANCE STANDARD Glassware, dinnerware and flatware are free from food particles, spots, dust and dirt.

STEPS

1. Remove food fragments from glassware, dinnerware and flatware items.
2. For handwashing:
   a. Clean sinks.
   b. Fill sink #1 with hot water and appropriate detergent.
   c. Fill sink #2 with hot rinse water.
   d. Fill sink #3 with hot water and appropriate sanitizing agent.
   e. Wash all items thoroughly.
   f. Drain all items.
   g. Dry all items.
   h. Store all items.
   i. Release water from sinks.
   j. Clean sinks.
3. If using an automatic dish washer:
   a. Place only items of one type on each rack.
   b. Check water temperature.
   c. Check detergent level.
   d. Close washer door.
   e. Set cycle length.
   f. Wash.
   g. Remove filled rack.
   h. Drain all items.
   i. Dry all items.
   j. Store all items.

   DECISIONS: Determine appropriate procedure.

   CUES: Cleaning method used must assure removal of all food particles and dirt.
   Method of handling upon completion of cleaning must assure minimal chance of contamination.

   ERRORS: Items not completely cleaned may spread bacteria and disease.
   Items improperly handled after cleaning may spread bacteria and disease.
4. Store cleaning supplies.

KNOWLEDGE	Determine appropriate water temperature. Identify chemical makeup of detergents and sanitizing agents. Formulate correct amounts of detergent and sanitizing agents to use. Calculate length of cycle according to items in washer. Calculate length of time required to drain items washed. Appraise results of cleaning and sanitizing.
ATTITUDES	Determine recommended drying method. Determine proper location and method for storing supplies. Utilize equipment correctly. Recognize, analyze and solve or refer problems. In addition, refer to Employability Skills list.
SAFETY	Choose proper attire and shoes for job. Use gloves to protect hands from harsh detergents and sanitizers. Safeguard customers by proper handling of detergents and sanitizing agents. Safeguard customers' health by removing all food particles.
EQUIPMENT AND MATERIALS	Sinks Commercial dishwasher Detergent Sanitizing agent Towels Drying rack Towels Transport cart Instruction manual
SOURCE OF ANALYSIS	V-TECS Catalog, Baker, Performance Objective 17. Food Occupations: Task Analyses, Commonwealth of Virginia, Department of Education, Vocational and Adult Education, 1985.
ILLINOIS STATE GOALS FOR LEARNING	Mathematics: Goal 2-C: Application of ratios and proportions to real-life situations. Goal 3-A: Measurement in various contexts using appropriate units. Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem. Goal 7-H: Use of mental arithmetic to estimate results of computations. Biological and Physical Sciences: Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION Dining Room Attendant

DUTY AREA Cleaning and Sanitizing

TASK Clean and sanitize food display cases

PERFORMANCE STANDARD Food display cases are cleaned so that all food particles, dust and lint are removed and so that there are no spots, streaks or glare.

STEPS

1. Examine surface for stains, soil and cracks.
2. Assemble cleaning supplies.
   DECISIONS: Which cleanser should be used?
   CUES: Certain ingredients may react harmfully with surface being cleaned.
   ERRORS: Deadly gases can be formed.
3. Read directions on cleansers.
4. Disconnect display case electrical connection.
5. Remove tubes or bulbs from fixtures.
6. Wash tubes or bulbs.
7. Vacuum or brush away loose soil.
8. Remove stains and marks.
9. Wash surfaces.
10. Rinse surfaces.
11. Wipe surfaces dry.
12. Return bulbs and tubes to fixtures.
13. Reconnect display case electrical connection and check for proper functioning.
14. Store supplies and equipment.

KNOWLEDGE

Determine safety precautions pertaining to electricity.
Apply knowledge of cleansers.
Determine if stains should be pretreated.
Determine if cracks present a safety hazard.
Determine safe storage of cleansers.
Appraise results of cleaning and sanitizing.

ATTITUDES

Determine which cleansers should not be mixed.
Determine which equipment and supplies should be used.
Determine proper location and method for storing supplies.
In addition, refer to Employability Skills List.

SAFETY	Choose proper attire and shoes for job. Safeguard customers by removing all food particles from food display cases. Use safe practices when bending and stretching. Follow directions for using cleansers. Disconnect electrical connections before proceeding.
EQUIPMENT AND MATERIALS	Food display case Manufacturer's instruction manual Cloths Cleaning solvent Glass cleaner Degreaser Stain remover Brushes Bucket
SOURCE OF ANALYSIS	V-TECS Catalog, General Housekeeper, Performance Objectives 15 and 16.
ILLINOIS STATE GOALS FOR LEARNING	Mathematics: Goal 2-C: Application of ratios and proportions to real-life situations. Goal 3-A: Measurement in various contexts using appropriate units. Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem. Goal 7-H: Use of mental arithmetic to estimate results of computations. Biological and Physical Sciences: Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION Dining Room Attendant

DUTY AREA Cleaning and Sanitizing

TASK Clean and sanitize service area side stations

PERFORMANCE STANDARD Service area side stations should be free from food particles, spots, dust and dirt.

STEPS

1. Examine surface for stains, soil and cracks.
2. Assemble cleaning supplies.
   DECISIONS: Which cleanser should be used?
   CUES: Certain ingredients may react harmfully with surface being cleaned.
   ERRORS: Deadly gases can be formed.
   Some surface coverings may be damaged if incorrect cleanser is used.
3. Read directions on cleansers.
4. Disconnect any electrical connections.
5. Vacuum or brush away loose soil.
6. Remove stains and marks.
7. Wash surfaces.
8. Rinse surfaces.
9. Wipe surfaces dry.
10. Reconnect electrical connections.
11. Store supplies and equipment.

KNOWLEDGE

Follow safety precautions regarding electricity.
Apply knowledge of cleansers.
Determine if stains should be pretreated.
Determine if cracks present a safety hazard.
Store cleansers safely.
Appraise results of cleaning and sanitizing.

ATTITUDES

Identify which cleansers should not be mixed.
Determine which equipment and supplies should be used.
Determine proper location and method for storing supplies.
In addition, refer to Employability Skills List.

SAFETY

Choose proper attire and shoes for job.
Safeguard customers by removing all food particles.
Use safe practices when bending and stretching.
Follow directions for using cleansers.
Disconnect electrical connections.

EQUIPMENT AND MATERIALS	Cloths Cleaning solvent Glass cleaner Degreaser Stain remover Brushes Bucket
SOURCE OF ANALYSIS	V-TECS Catalog, General Housekeeper, Performance Objectives 15 and 16. Sanitation, Safety and Environmental Standards, Lewis J. Minor, 198
ILLINOIS STATE GOALS FOR LEARNING	Mathematics: Goal 2-C: Application of ratios and proportions to real-life situations. Goal 3-A: Measurement in various contexts using appropriate units. Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem. Goal 7-H: Use of mental arithmetic to estimate results of computations. Biological and Physical Sciences: Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION	Dining Room Attendant
DUTY AREA	Cleaning and Sanitizing
TASK	Clean and sanitize transport equipment used for food storage
PERFORMANCE STANDARD	Transport equipment will be cleaned and sanitized so that it is free from food particles, spots, dust and dirt.
STEPS	1. Examine surface for stains, soil and cracks. 2. Assemble cleaning supplies. DECISIONS: Which cleanser should be used? CUES: Certain ingredients may react harmfully with surface being cleaned. ERRORS: Deadly gases can be formed. Some surface coverings may be damaged if correct cleanser is not used. 3. Read directions on cleansers. 4. Vacuum or brush away loose soil. 5. Remove stains and marks. 6. Wash surfaces. 7. Rinse surfaces. 8. Wipe surfaces dry. 9. Store supplies and equipment.
KNOWLEDGE	Apply knowledge of cleansers. Determine if stains should be pretreated. Determine if cracks present a safety hazard. Apply knowledge of safe storage of cleansers. Appraise results of cleaning and sanitizing.
ATTITUDES	Determine which cleansers should not be mixed. Determine which equipment and supplies should be used. Determine proper location and method for storing supplies. In addition, refer to Employability Skills List.
SAFETY	Choose proper attire and shoes for job. Safeguard customers by removing all food particles. Use safe practices when bending and stretching. Follow directions for using cleansers.

EQUIPMENT AND MATERIALS

Transport equipment
Manufacturer's instruction booklet
Cloths
Cleaning solvent
Glass cleaner
Degreaser
Stain remover
Brushes
Bucket

SOURCE OF ANALYSIS

V-TECS Catalog, General Housekeeper, Performance Objectives 15 and 16.
Sanitation, Safety and Environmental Standards, Lewis J. Minor, 198

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:
- Goal 2-C: Application of ratios and proportions to real-life situations.
- Goal 3-A: Measurement in various contexts using appropriate units.
- Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.
- Goal 7-H: Use of mental arithmetic to estimate results of computations.

Biological and Physical Sciences:
- Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION Dining Room Attendant

DUTY AREA Cleaning and Sanitizing

TASK Clean and sanitize condiment dispensers

PERFORMANCE STANDARD Condiment dispensers will be cleaned and sanitized so that they are free from food particles, spots, stains, dust and dirt.

STEPS

1. Empty condiment dispensers.
2. Disassemble condiment dispensers.
3. Scrub or soak excess amounts of food from items.
4. For handwashing:
   a. Clean sinks.
   b. Fill sink #1 with hot water and appropriate detergent.
   c. Fill sink #2 with hot rinse water.
   d. Fill sink #3 with how water and appropriate sanitizing agent.
   e. Wash all items thoroughly.
   f. Drain all items.
   g. Dry all items.
   h. Reassemble dispensers.
   i. Return dispensers to proper place.
   j. Refill dispensers.
   k. Release water from sinks.
   l. Clean sinks.
5. If using an automatic dish washer:
   a. Place only items of one type on each rack.
   b. Check water temperature.
   c. Check detergent level.
   d. Close washer door.
   e. Set cycle length.
   f. Wash.
   g. Remove filled rack.
   h. Drain all items.
   i. Dry all items.
   j. Reassemble dispenser.
   k. Return dispensers to proper place.
   l. Refill dispensers.

DECISIONS: Determine appropriate procedure.

CUES: Cleaning method used must assure removal of all food particles and dirt.
Method of handling upon completion of cleaning must assure minimal chance of contamination.
Proper reassembling of dispenser is essential.

STEPS (Cont)

ERRORS: Items not completely cleaned may spread bacteria and disease.
Items improperly handled after cleaning may spread bacteria and disease.
Improperly reassembled dispenser will not work correctly.

6. Store cleaning supplies.

KNOWLEDGE

Apply knowledge of appropriate water temperature.
Apply knowledge of chemical makeup of detergents and sanitizing agents.
Formulate correct amounts of detergent and sanitizing agents to use.
Calculate length of cycle according to items in washer.
Calculate length of time required to drain items washed.
Appraise results of cleaning and sanitizing.
Disassemble and reassemble dispensers.

ATTITUDES

Determine which cleansers should not be mixed.
Recognize, analyze and solve or refer problems.
In addition, refer to Employability Skills List.

SAFETY

Choose proper attire and shoes for job.
Safeguard customers by removingall food particles.
Use safe practices when bending and stretching.
Follow directions for using cleansers.
Wear gloves to protect hands from harsh detergents and sanitizers.
Follow manufacturer's directions for disassembling and reassembling dispensers.

EQUIPMENT AND MATERIALS

Condiment dispensers
Manufacturer's instruction manual
Cloths
Cleaning solvent
Glass cleaner
Stain remover
Brushes
Bucket
Gloves
Tool kit

SOURCE OF ANALYSIS

V-TECS Catalog, General Housekeeper, Performance Objectives 15 and 16.
Sanitation, Safety and Environmental Standards, Lewis J. Minor, 1983.

ILLINOIS

Mathematics:

STATE GOALS
FOR
LEARNING

Goal 2-C: Application of ratios and proportions to real-life situations.

Goal 3-A: Measurement in various contexts using appropriate units.

Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.

Goal 7-H: Use of mental arithmetic to estimate results of computations.

Biological and Physical Sciences:

Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION	Dining Room Attendant
DUTY AREA	Cleaning and Sanitizing
TASK	Clean and sanitize beverage dispensers
PERFORMANCE STANDARD	Beverage dispensers will be cleaned and sanitized so that they are free from food particles, spots, stains, dust and dirt.

STEPS

1. Empty beverage dispensers.
2. Disassemble beverage dispensers.
3. Rinse excess amounts of beverage from dispensers.
4. For handwashing:
   a. Clean sinks.
   b. Fill sink #1 with hot water and appropriate detergent.
   c. Fill sink #2 with hot rinse water.
   d. Fill sink #3 with hot water and appropriate sanitizing agent.
   e. Wash all items thoroughly.
   f. Drain all items.
   g. Dry all items.
   h. Reassemble dispensers.
   i. Return dispensers to proper place.
   j. Refill dispensers.
   k. Release water from sinks.
   l. Clean sinks.
5. If using an automatic dish washer:
   a. Place only items of one type on each rack.
   b. Check water temperature.
   c. Check detergent level.
   d. Close washer door.
   e. Set cycle length.
   f. Wash.
   g. Remove filled rack.
   h. Drain all items.
   i. Dry all items.
   j. Reassemble dispensers.
   k. Return dispensers to proper place.
   l. Refill dispensers.

   DECISIONS: Determine appropriate procedure.

STEPS
(Cont)

CUES: Cleaning method used must assure removal of all food particles and dirt.
Method of handling upon completion of cleaning must assure minimal chance of contamination.
Proper reassembling of dispenser is essential.

ERRORS: Items not completely cleaned may spread bacteria and disease.
Items improperly handled after cleaning may spread bacteria and disease.
Improperly reassembled dispenser will not work correctly.

6. Store cleaning supplies.

KNOWLEDGE

Determine appropriate water temperature.
Determine chemical makeup of detergents and sanitizing agents.
Formulate correct amounts of detergent and sanitizing agents to use.
Calculate length of cycle according to items in washer.
Calculate length of time required to drain items washed.
Appraise results of cleaning and sanitizing.
Determine proper disassembling and reassembling of dispensers.

ATTITUDES

Identify which cleansers should not be mixed.
Recognize, analyze and solve or refer problems.
In addition, refer to Employability Skills List.

SAFETY

Choose proper attire and shoes for job.
Safeguard customers by removing all food particles.
Use safe practices when bending and stretching.
Follow directions for using cleansers.
Protect hands from harsh detergents and sanitizers by wearing gloves.
Follow manufacturer's directions for disassembling and reassembling dispensers.

EQUIPMENT AND MATERIALS

Beverage dispensers
Beverage containers
Manufacturer's instruction manual
Cloths
Sanitizer
Cleaning solvent
Glass cleaner
Stain remover
Brushes
Bucket
Gloves
Tool kit

SOURCE OF ANALYSIS

V-TECS Catalog, General Housekeeper, Performance Objectives 15 and 16.
Sanitation, Safety and Environmental Standards, Lewis J. Minor, 198

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:
- Goal 2-C: Application of ratios and proportions to real-life situations.
- Goal 3-A: Measurement in various contexts using appropriate units.
- Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.
- Goal 7-H: Use of mental arithmetic to estimate results of computations.

Biological and Physical Sciences:
- Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION: Dining Room Attendant

DUTY AREA: Cleaning and Sanitizing

TASK: Clean and sanitize ice machines

PERFORMANCE STANDARD: Ice machines will be cleaned and sanitized so that they are free from food particles, spots, stains, dust and dirt.

STEPS

1. Turn off motor.
2. Remove all ice.
3. Wash out bin with appropriate solution.
4. Flush and rinse thoroughly.
   DECISIONS: Determine appropriate procedure.
   CUES: Procedure used must assure removal of all food particles and dirt.
   Method of handling upon completion of cleaning must assure minimal chance of contamination.
   ERRORS: Items not completely cleaned may spread bacteria and disease.
   Items improperly handled after cleaning may spread bacteria and disease.
5. Dry bin.
6. Turn on machine.
7. Store cleaning supplies.

KNOWLEDGE

Determine chemical makeup of detergents and sanitizing agents.
Formulate correct amounts of detergent and sanitizing agents to use.
Appraise results of cleaning and sanitizing.

ATTITUDES

Determine which cleansers should not be mixed.
Recognize, analyze and solve or refer problems.
In addition, refer to Employability Skills List.

SAFETY

Choose proper attire and shoes for job.
Safeguard customers by removing all food particles.
Use safe practices when bending and stretching.
Follow directions for using cleansers.
rotect hands from harsh detergents and sanitizers by wearing gloves.
Follow manufacturer's directions for disassembling and reassembling dispensers.
Disconnect electrical connections.

EQUIPMENT AND MATERIALS

Ice machine
Ice container
Manufacturer's instruction manual
Cloths
Cleaning solvent
Stain remover
Brushes
Bucket
Gloves
Tool kit

SOURCE OF ANALYSIS

V-TECS Catalog, General Housekeeper, Performance Objectives 15 and 16.
Sanitation, Safety and Environmental Standards, Lewis J.Minor, 1983

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:
- Goal 2-C: Application of ratios and proportions to real-life situations.
- Goal 3-A: Measurement in various contexts using appropriate units.
- Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.
- Goal 7-H: Use of mental arithmetic to estimate results of computations.

Biological and Physical Sciences:
- Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION Dining Room Attendant

DUTY AREA Cleaning and Sanitizing

TASK Clean, sanitize and line trash and garbage containers

PERFORMANCE STANDARD Trash and garbage containers are cleaned, sanitized and lined so that they are free from food particles, soil, stains, dust, dirt and odor.

STEPS

1. Rinse containers and covers with hot water, power sprayer or steam.
2. Fill bucket with hot water and appropriate sanitizing agent.
3. Wash containers and covers.
4. Rinse containers and covers.
5. Drain containers and covers.
6. Place fresh liners in clean containers.
7. Replace covers.
8. Return containers to appropriate place.
9. Rinse cleaning bucket.
10. Store cleaning supplies.

KNOWLEDGE

Identify chemical makeup of detergents and sanitizing agents.
Formulate correct amounts of detergent and sanitizing agents to use.
Calculate length of time required to drain items washed.
Appraise results of cleaning and sanitizing.

ATTITUDES

Identify which cleansers should not be mixed.
Recognize, analyze and solve or refer problems.
In addition, refer to Employability Skills List.

SAFETY

Choose proper attire and shoes for job.
Safeguard customers by removing all food particles.
Use safe practices when bending and stretching.
Follow directions for using cleansers.
Protect hands from harsh detergents and sanitizers by wearing gloves.

EQUIPMENT AND MATERIALS	Soiled trash containers/covers Soiled garbage containers/covers Trash and garbage liners Sanitizers Cloths Cleaning solvent Stain remover Brushes Bucket Gloves
SOURCE OF ANALYSIS	Food Service Sanitation Manual, United States Department of Health Education and Welfare, Publication Number (FDA) 78-2081, 1978. Sanitation Procedures For Food Service, Claudia M. Mendell and Mary Snaith, 1976.
ILLINOIS STATE GOALS FOR LEARNING	Mathematics: Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem. Biological and Physical Sciences: Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION	Dining Room Attendant
DUTY AREA	Cleaning and Sanitizing
TASK	Pick up and dispose of trash
PERFORMANCE STANDARD	All trash is picked up and disposed of so that area is clean and neat.
STEPS	1. Collect all trash and garbage. 2. Place all trash in lined, covered containers. 3. Carry trash to dumpster or outside container. 4. Follow appropriate cleaning procedures. 5. Wash hands before returning to other duties.
KNOWLEDGE	Distinguish between proper and improper cleaning procedures. Dispose of trash. Appraise results of trash disposal.
ATTITUDES	Recognize the need for trash disposal. Recognize, analyze and solve or refer problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard customers by removing all trash. Use safe practices when bending and stretching. Maintain a clean and orderly work area. Comply with health regulations.
EQUIPMENT AND MATERIALS	Trash or garbage Trash containers Dumpster or outside container Trash container liners Cleaning supplies
SOURCE OF ANALYSIS	Food Service Sanitation Manual, United States Department of Health Education and Welfare, Publication Number (FDA) 78-2081, 1978. Sanitation, Safety and Environmental Standards, Lewis J. Minor, 1983.

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:

Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.

Biological and Physical Sciences:

Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION Kitchen Helper/Cook's Helper

DUTY AREA Cleaning and Sanitizing

TASK Clean and sanitize kitchen work counters

PERFORMANCE STANDARD Kitchen work counters will be cleaned and sanitized so that they are free from food particles, spots, stains, dust and dirt.

STEPS

1. Examine surface for stains, soil and cracks.
2. Assemble cleaning supplies.

DECISIONS: Which cleanser should be used?

CUES: Certain ingredients may react harmfully with surface being cleaned.
Cleaning method used must assure removal of all food particles and dirt.

ERRORS: Deadly gases can be formed.
Items not completely cleaned may spread bacteria and disease.

3. Read directions on cleansers.
4. Vacuum or brush away loose soil.
5. Remove stains and marks.
6. Wash surfaces.
7. Rinse surfaces.
8. Wipe surfaces dry.
9. Store supplies and equipment.

KNOWLEDGE

Use problem-solving skills.
Determine appropriate cleaning and sanitizing supplies.
Determine if stains should be pretreated.
Determine if cracks present a safety hazard.
Store cleansers safely.
Appraise results of cleaning and sanitizing.

ATTITUDES

Determine which cleansers should not be mixed.
Determine which equipment and supplies should be used.
Determine proper location and method for storing supplies.
Recognize, analyze and solve or refer problems.
In addition, refer to Employability Skills List.

SAFETY

Choose proper attire and shoes for job.
Safeguard customers by removing all food particles.
Use safe practices when bending and stretching.
Follow directions for using cleansers.
Protect hands from harsh detergents and sanitizers by using gloves.

EQUIPMENT AND MATERIALS

Work counters
Manufacturer's instruction manual
Cloths
Sanitizer
Cleaning solvent
Stain remover
Brushes
Vacuum
Gloves

SOURCE OF ANALYSIS

Incumbent workers
Sanitation Procedures For Food Service, Claudia M. Mendell and Mary Snaith, 1976.

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:
- Goal 2-C: Application of ratios and proportions to real-life situations.
- Goal 3-A: Measurement in various contexts using appropriate units.
- Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.
- Goal 7-H: Use of mental arithmetic to estimate results of computations.

Biological and Physical Sciences:
- Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION Kitchen Helper/Cook's Helper

DUTY AREA Cleaning and Sanitizing

TASK Clean and sanitize dry food cabinets

PERFORMANCE STANDARD Dry food cabinets will be cleaned and sanitized so that they are free from food particles, spots, stains, dust and dirt, debris, torn sacks, crushed boxes, and bulging or leaking cans.

STEPS

1. Remove all food:
   a. Check cans for bulges and leaks.
   b. Discard all cans with bulges or leaks.
   c. Check for torn sacks and crushed boxes.
   d. Discard all torn sacks and crushed boxes.
2. Examine surface for stains, soil and cracks.
3. Assemble cleaning supplies.

DECISIONS: Which cleanser should be used?

CUES: Certain ingredients may react harmfully with surface being cleaned.
Cleaning method used must assure removal of all food particles and dirt.

ERRORS: Improperly mixed cleansers can form deadly gases.
Items not completely cleaned may spread bacteria and disease.

4. Read directions on cleansers.
5. Vacuum or brush away loose soil.
6. Remove stains, and marks.
7. Wash surfaces.
8. Rinse surfaces.
9. Wipe surfaces dry.
10. Return all foods to appropriate places.
11. Store supplies and equipment.

KNOWLEDGE

Use problem-solving skills.
Determine appropriate cleaning and sanitizing supplies.
Determine if stains should be pretreated.
Determine if cracks present a safety hazard.
Store cleansers safely.
Appraise results of cleaning and sanitizing.

ATTITUDES

Identify which cleansers should not be mixed.
Determine which equipment and supplies should be used.
Determine proper location and method for storing supplies.
Recognize, analyze and solve or refer problems.
In addition, refer to Employability Skills List.

SAFETY

Choose proper attire and shoes for job.
Safeguard customers by removing all food particles.
Use safe practices when bending and stretching.
Follow directions for using cleansers.
Protect hands from harsh detergents and sanitizers by wearing gloves.

EQUIPMENT AND MATERIALS

Dry food storage bins or cabinets
Manufacturer's instruction manual
Cloths
Sanitizer
Cleaning solvent
Stain remover
Brushes
Vacuum
Gloves

SOURCE OF ANALYSIS

Food Occupations, The University of the State of New York, State Education Department, 1981.
Food Service Sanitation Manual, United States Department of Health Education and Welfare, Publication Number (FDA) 78-2081, 1978.
Sanitation, Safety and Environmental Standards, Lewis J. Minor, 1983.

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:
- Goal 2-C: Application of ratios and proportions to real-life situations.
- Goal 3-A: Measurement in various contexts using appropriate units.
- Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.
- Goal 7-H: Use of mental arithmetic to estimate results of computations.

Biological and Physical Sciences:
- Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION Counter Attendant

DUTY AREA Cleaning and Sanitizing

TASK Clean and sanitize soft-serve machine

PERFORMANCE STANDARD Soft-serve machine will be cleaned and sanitized so that it is free from food particles, spots, stains and discolorations.

STEPS

1. Drain all ice cream from machine and store in refrigerated area.
2. Fill machine half full of water.
3. Run on wash cycle for three to four minutes.
4. Drain water.
5. Repeat steps three and four.
6. Disassemble machine.
7. Hand wash each part:
   a. Clean sinks.
   b. Fill sink #1 with hot water and appropriate detergent.
   c. Fill sink #2 with hot rinse water.
   d. Fill sink #3 with hot water and appropriate sanitizing agent.
   e. Wash parts thoroughly.
   f. Drain parts.
   g. Allow parts to air dry.
   h. Wipe out entire machine.
   i. Reassemble machine.
   j. Release water from sinks.
   k. Clean sinks.

DECISIONS: Determine appropriate procedure.

CUES: Cleaning method used must assure removal of all food particles and dirt.
Method of handling upon completion of cleaning must assure minimal chance of contamination.
Proper reassembling of dispenser is essential.

ERRORS: Items not completely cleaned may spread bacteria and disease.
Items improperly handled after cleaning may spread bacteria and disease.
Improperly reassembled dispenser will not work correctly.

STEPS (Cont)

8. Fill machine half full of water and sanitizer.
9. Allow machine to wash for five minutes.
10. Drain.
11. Repeat steps eight through ten using only clean water.
12. Replace ice cream in machine.
13. Store cleaning supplies.

KNOWLEDGE

Disassemble and reassemble dispensers.
Determine appropriate cleaning supplies and procedures.
Determine which cleansers and sanitizers to use.
Appraise results of cleaning and sanitizing.
Follow directions.
Use problem-solving skills.

ATTITUDES

Recognize, analyze and solve or refer problems.
In addition, refer to Employability Skills List.

SAFETY

Choose proper attire and shoes for job.
Safeguard customers by removing all food particles.
Use safe practices when bending and stretching.
Follow directions for using cleansers.
Protect hands from harsh detergents and sanitizers by using gloves.
Follow manufacturer's directions for disassembling and reassembling dispensers.

EQUIPMENT AND MATERIALS

Soft-serve machine
Ice cream container
Manufacturer's instruction manual
Cloths
Cleaning solvent
Sanitizer
Gloves
Tool kit

SOURCE OF ANALYSIS

Group of incumbent workers

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:
- Goal 2-C: Application of ratios and proportions to real-life situations.
- Goal 3-A: Measurement in various contexts using appropriate units.
- Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.
- Goal 7-H: Use of mental arithmetic to estimate results of computations.

**ILLINOIS
STATE GOALS
FOR
LEARNING
(cont)**

Biological and Physical Sciences:

Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

OCCUPATION Kitchen Helper/Cook's Helper

DUTY AREA Cleaning and Sanitizing

TASK Clean and sanitize refrigerated and freezer storage

PERFORMANCE STANDARD Refrigerated and freezer storage is cleaned and sanitized so that it is free from food particles, spots, stains and ice.

STEPS

1. Turn off storage unit.
2. Remove all food items.
3. Disassemble as required.
4. Wash bins with appropriate solution.
5. Wash other parts with appropriate solution.
6. Rinse thoroughly.

DECISIONS: Determine appropriate procedure.

CUES: Procedure used must assure removal of all food particles and dirt.
Method of handling upon completion of cleaning must assure minimal chance of contamination.

ERRORS: Items not completely cleaned may spread bacteria and disease.
Items improperly handled after cleaning may spread bacteria and disease.

7. Dry bins.
8. Dry other parts.
9. Reassemble.
10. Return food to appropriate storage areas.
11. Turn on machine.
12. Store cleaning supplies.

KNOWLEDGE

Disassemble and reassemble refrigerators and freezers.
Determine appropriate cleaning supplies and procedures.
Determine which cleansers and sanitizers to use.
Appraise results of cleaning and sanitizing.
Follow directions.
Use problem-solving skills.

ATTITUDES

Recognize, analyze and solve or refer problems.
In addition, refer to Employability Skills List.

SAFETY

Choose proper attire and shoes for job.
Safeguard customers by removing all food particles.
Use safe practices when bending and stretching.
Follow directions for using cleansers.
Protect hands from harsh detergents and sanitizers by using gloves.
Follow manufacturer's directions for disassembling and reassembling dispensers.

EQUIPMENT AND MATERIALS

Refrigerator
Freezer
Manufacturer's instruction manual
Cloths
Cleaning solvent
Sanitizer
Gloves
Tool kit

SOURCE OF ANALYSIS

Group of incumbent workers

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:
- Goal 2-C: Application of ratios and proportions to real-life situations.
- Goal 3-A: Measurement in various contexts using appropriate units.
- Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.
- Goal 7-H: Use of mental arithmetic to estimate results of computations.

Biological and Physical Sciences:
- Goal 1-D: How two or more things interact and the effect each has on the other.

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER: **FOOD SERVICES**
OCCUPATION: **INSTITUTIONAL COOK**
Duty Area: Coordinating Food Orders

BEST COPY AVAILABLE

TASK ANALYSIS

OCCUPATION	Institutional Cook
DUTY AREA	Coordinating Food Orders
TASK	Receive food orders
PERFORMANCE STANDARD	All items ordered meet specifications for quality and quantity.
STEPS	1. Accept order. 2. Check all incoming orders. 3. Tabulate items ordered. 4. Distribute counts to work stations.
KNOWLEDGE	Demonstrate knowledge of total process for coordinating food orders. Demonstrate knowledge for importance of appropriate handling of food orders.
ATTITUDES	Respect the need for a prompt, orderly processing of food orders. In addition, refer to Employability Skills List.
SAFETY	Follow safe food handling techniques.
EQUIPMENT AND MATERIALS	Food orders Recipes Food preparation schedule forms
SOURCE OF ANALYSIS	V-TECS Catalog, Commercial Cook, 1982, Performance Objective #72.
ILLINOIS STATE GOALS FOR LEARNING	Mathematics: Goal 1-A: Ability to read, write and name numbers in several different ways. Goal 1-H: Application of computational and problem-solving skills to common life situations with or without calculators. Goal 4-B: Ability to solve simple equations and inequalities and interpret the solutions. Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.

ILLINOIS STATE GOALS FOR LEARNING (Cont)

Language Arts:
- Goal 1-A: Recognition, recall, and summarization of material read.
- Goal 4-A: Clear and expressive speaking.

Social Sciences:
- Goal 5-I: Roles of the individual in the world of work.
- Goal 5-M: Management of human and material resources.

TASK ANALYSIS

OCCUPATION	Institutional Cook
DUTY AREA	Coordinating Food Orders
TASK	Make food item adjustments for emergency
PERFORMANCE STANDARD	Adjustments made in an emergency result in meals being available to clients.
STEPS	1. Study menu offerings. 2. Study menu tally. 3. Study meal census records. 4. Observe menu items being served. 5. Determine that an emergency exists. 6. Decide on appropriate adjustment: a. cancel menu item. b. substitute another item. c. reduce serving size.
KNOWLEDGE	List reasons for substitution becoming necessary. List foods which serve as good substitutes for other foods. List situations when each type of adjustment may be most appropriate.
ATTITUDES	Assume responsibility for decisions made concerning substitutions. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Menus Food orders Recipes Files on substitutions Computer
SOURCE OF ANALYSIS	V-TECS Catalog, Commercial Cook, 1982, Performance Objective #72.

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:
- Goal 1-H: Application of computational and problem-solving skills to common life situations with or without calculators.
- Goal 4-B: Ability to solve simple equations and inequalities and interpret the solutions.
- Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.

Language Arts:
- Goal 1-A: Recognition, recall, and summarization of material read.

Social Sciences:
- Goal 5-I: Roles of the individual in the world of work.
- Goal 5-M: Management of human and material resources.

TASK ANALYSIS
FOR
HOME ECONOMICS OCCUPATIONS

CLUSTER: **FOOD SERVICES**
OCCUPATION: **FOOD SERVICE MANAGER**
Duty Area: Managing a Food Service Operation

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing a Food Service Operation
TASK	Open food service establishment
PERFORMANCE STANDARD	The food service establishment will be opened for business so that workers may perform their duties effeciently and so that customers may be served.
STEPS	1. Check for loiterers. 2. Check door for evidence of forced entry. 3. Notify police if there is evidence of forced entry. 4. Unlock front door. 5. Check burglar alarm to see if still set. 6. Inspect store for evidence of burglary. 7. Check windows and other doors for evidence of forced entry. 8. Return to front door to admit assistant. 9. Turn off burglar alarm. 10. Turn off security lights 11. Turn on lights 12. Adjust thermostat.
KNOWLEDGE	Describe opening routine. Explain need for each step in opening routine.
ATTITUDES	Respect the philosophy of establishment. Respect the need for performing opening routine thoroughly each day. In addition, refer to Employability Skills List.
SAFETY	Do not enter store until police give okay when there is evidence of forced entry. Perform opening routine thoroughly, each day.
EQUIPMENT AND MATERIALS	Keys Establishment operational manual
SOURCE OF ANALYSIS	V-TECS Catalog Food Marketing Manager/Supervisor, Performance Objective # 78.

ILLINOIS STATE GOALS FOR LEARNING	Biological and Physical Sciences: Goal 4-A: Observation. Goal 4-G: Data collection, organization and interpretation. Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Social Sciences: Goal 1-B: Rights and responsibilities of citizenship under the United States Constitution.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Close food service establishment
PERFORMANCE STANDARD	When closed the food service establishment will be clean, and secured.
STEPS	1. Assign employee to assist in closing routine. 2. Walk store to ascertain that store in secure. 3. Check that exits are locked. 4. Check restrooms. 5. Check stockroom. 6. Check windows. 7. Check stairs/stairwells. 8. Adjust thermostat. 9. Turn on interior and exterior security lights. 10. Lock safe/vault. 11. Activate burglar alarm. 12. Turn off lights. 13. Close and lock door. 14. Check door to assure that it is securely locked. 15. Check outside store.
KNOWLEDGE	Describe closing routine. Explain need for each step in closing routine.
ATTITUDES	Respect the philosophy of establishment. Respect the need for performing closing routine thoroughly each day. In addition, refer to Employability Skills List.
SAFETY	Perform closing routine thoroughly, each night.
EQUIPMENT AND MATERIALS	Keys Establishment operational manual
SOURCE OF ANALYSIS	V-TECS Catalog Food Marketing Manager/Supervisor, Performance Objective # 75.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:
- Goal 4-A: Observation.
- Goal 4-G: Data collection, organization and interpretation.

Language Arts:
- Goal 1-A: Recognition, recall, and summarization of material read.

Social Sciences:
- Goal 1-B: Rights and responsibilities of citizenship under the United States Constitution.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Determine security policies
PERFORMANCE STANDARD	Policies established for store security will assure the owners/managers that the store is protected.
STEPS	1. Study security procedures used by other stores. 2. Study franchise philosophy concerning security. 3. Attend seminars on security. 4. Establish security policy.
KNOWLEDGE	Describe security policies adopted by other stores. Assess the need for establishing a security policy.
ATTITUDES	Respect the philosophy of establishment. Respect the need for establishing a security policy. In addition, refer to Employability Skills List.
SAFETY	Establish a security policy which protects employees. Establish a security policy which protects facility. Establish a security policy which protects consumers.
EQUIPMENT AND MATERIALS	Security policies of other stores Establishment operational manual
SOURCE OF ANALYSIS	V-TECS Catalog Food Marketing Manager/Supervisor, Performance Objectives # 76, 77.
ILLINOIS STATE GOALS FOR LEARNING	Biological and Physical Sciences: Goal 4-G: Data collection, organization and interpretation. Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Social Sciences: Goal 1-B: Rights and responsibilities of citizenship under the United States Constitution.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Determine procedures for handling theft
PERFORMANCE STANDARD	Procedures for handling theft adopted by store will assure the rights of all concerned parties are protected.
STEPS	1. Study theft procedures used by other stores. 2. Study franchise philosophy concerning theft procedures. 3. Attend seminars on security. 4. Determine steps to follow when theft involves employee. 5. Determine steps to follow when theft involves customers.
KNOWLEDGE	Describe theft procedures used by other stores. Assess the need for establishing theft procedures.
ATTITUDES	Respect the philosophy of establishment. Respect the need for establishing a theft procedure. In addition, refer to Employability Skills List.
SAFETY	Establish a procedure for handling theft which will protect the employee handling situation.
EQUIPMENT AND MATERIALS	Keys Establishment operational manual
SOURCE OF ANALYSIS	V-TECS Catalog Food Marketing Manager/Supervisor, Performance Objectives # 76, 77.
ILLINOIS STATE GOALS FOR LEARNING	Biological and Physical Sciences: Goal 4-A: Observation. Goal 4-G: Data collection, organization and interpretation. Language Arts: Goal 1-A: Recognition, recall, and summarization of material read.

ILLINOIS
STATE GOALS
FOR
LEARNING
(Cont)

Social Sciences:

Goal 1-B: Rights and responsibilities of citizenship under the United States Constitution.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Determine customer policies and procedures
PERFORMANCE STANDARD	Procedures and policies concerning customers will estabish the reputation and success of establishment.
STEPS	1. Study customer procedures and policies used by other stores. 2. Study franchise philosophy toward customers. 3. Review literature concerning customer procedures and policies. 4. Adopt policies and procedures concerning customers.
KNOWLEDGE	Describe customer procedures used by other stores. Describe customer policies used by other stores. Assess the need for establishing customer procedures and policies.
ATTITUDES	Respect the philosophy of establishment. Respect the need for establishing customer procedures and policies.. In addition, refer to Employability Skills List.
SAFETY	Establish a customer policy and procedure which protects the customer. Establish a customer policy and procedure which protects the store and employees.
EQUIPMENT AND MATERIALS	Operational manual File of literature
SOURCE OF ANALYSIS	Group of incumbent workers.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:

Goal 4-G: Data collection, organization and interpretation.

Language Arts:

Goal 1-A: Recognition, recall, and summarization of material read.

Social Sciences:

Goal 1-B: Rights and responsibilities of citizenship under the United States Constitution.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Conduct safety drills
PERFORMANCE STANDARD	Safety drills will be conducted periodically assuring the safe exit of all persons in case of emergency.
STEPS	1. Study safety drill procedures used by other stores. 2. Study franchise recommendations concerning safety drills. 3. Study state and local regulations concerning safety. 4. Review literature concerning safety drills. 5. Study lay out of establishment. 6. Determine route to be used when exiting building. 7. Determine safety procedures within building. 8. Adopt policies and procedures. 9. Advise employees of adopted procedures. 10. Schedule safety drills. 11. Conduct safety drills.
KNOWLEDGE	Describe safety drill procedures used by other stores. Assess the need for establishing safety procedures and policies. Assess the need for conducting safety drills.
ATTITUDES	Identify the need for establishing safety procedures and policies. In addition, refer to Employability Skills List.
SAFETY	Conduct safety drills which will protect customer. Conduct safety drills which will protect store and employees.
EQUIPMENT AND MATERIALS	File of literature Establishment operational manual State and loca regulations
SOURCE OF ANALYSIS	V-TECS Catalog Food Marketing Manager/Supervisor, Performance Objective # 74.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:
- Goal 4-A: Observation.
- Goal 4-G: Data collection, organization and interpretation.

Language Arts:
- Goal 1-A: Recognition, recall, and summarization of material read.

Social Sciences:
- Goal 1-B: Rights and responsibilities of citizenship under the United States Constitution.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Determine layout and design of menus
PERFORMANCE STANDARD	Menu layout and design will present selections to best advantage and will facilitate customer's choices.
STEPS	1. Study menu designs used in other establishments. 2. Review literature concerning menu design. 3. Review selections offered. 4. Determine general catagories. 5 Determine specific items to be listed in each catagory. 6. Select menu design based on research results.
KNOWLEDGE	Identify successful menu designs. Apply knowledge of layout and design.
ATTITUDES	Determine needs of individual establishment. Assess reasons for apparent success of certain designs. In addition, refer to Employability Skills List.
SAFETY	Select nontoxic materials to use in production of menus.
EQUIPMENT AND MATERIALS	Menus Literature File of information
SOURCE OF ANALYSIS	Food Service Careers, Cornelius, Ethelwyn G., 1974.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 3-A: Use of appropriate language and style in writing for a variety of purposes and audiences.

ILLINOIS
STATE GOALS
FOR
LEARNING
(Cont)

Fine Arts:

Visual Arts

Goal 1-A: How sensory elements of color, line, shape, texture and space interact in selected visual images.

Goal 1-B: How the formal elements of balance, rhythm, contrast, unity and variety are used in selected visual images.

Goal 1-C: How the technical elements of skills, materials and techniques are used in selected visual images.

Goal 1-D: How the expressive qualities of mood, emotion, ideas and values are conveyed in visual images.

Goal 1-E: How the sensory, formal and technical qualities of visual art interrelate to produce its expressive quality.

Goal 3-A: Use of sensory elements to create balance, unity and variety in a visual image.

Goal 3-B: Use of the elements of visual art to present an idea or feeling in visual images.

Goal 3-C: Use of appropriate skills, tools, and materials to present ideas and feelings through drawing, painting, printmaking, sculpture and crafts.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Evaluate menus
PERFORMANCE STANDARD	Menus will be evaluated to determine effectiveness of individual items and to determine if change is necessary.
STEPS	1. Study menu offerings. 2. Review records to determine success of individual menu items. 3. Decide on items to remain on menu. 4. Determine items to be removed from menu. 5. Determine items to be added to menu.
KNOWLEDGE	Identify successful menu items. Assess failure of unsuccessful menu items. Evaluate potential of new items.
ATTITUDES	Communicate need to evaluate menu. Respect the desires of potential clients concerning food preferences. In addition, refer to Employability Skills List.
SAFETY	Follow local, state and federal regulations.
EQUIPMENT AND MATERIALS	Menu Records of menu items sold File of recipes Computer
SOURCE OF ANALYSIS	Food Service Careers, Cornelius, Ethelwyn G., 1974.

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:

Goal 1-H: Application of computational and problem-solving skills to common life situations with or without calculators.

Language Arts:

Goal 1-A: Recognition, recall, and summarization of material read.

Goal 1-C: Reading for various purposes and identification of text to accomplish each purpose.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Update menus
PERFORMANCE STANDARD	Menus will be updated in order to reflect changes in price, and items offered.
STEPS	1. Study menu offerings. 2. Review records to determine success of individual menu items. 3. Compare purchase records to menu prices to determine if prices need to be changed. 4. Decide on items to remain on menu. 5. Determine items to be removed from menu. 6. Determine items to be added to menu. 7. Change menu item prices. 8. Revise menu. 9. Purchase new menus.
KNOWLEDGE	Identify successful menu items. Assess failure of menu items. Evaluate purchase price against menu price. Assess need to have new menus printed.
ATTITUDES	Communicate need to update menus. In addition, refer to Employability Skills List.
SAFETY	Use non-toxic materials.
EQUIPMENT AND MATERIALS	Menu Record of menu items sold Computer
SOURCE OF ANALYSIS	Food Service Careers, Cornelius, Ethelwyn G., 1974.
ILLINOIS STATE GOALS FOR LEARNING	Mathematics: Goal 1-H: Application of computational and problem-solving skills to common life situations with or without calculators.

ILLINOIS STATE GOALS FOR LEARNING (Cont)

Language Arts:

Goal 1-A: Recognition, recall, and summarization of material read.

Goal 1-C: Reading for various purposes and identification of text to accomplish each purpose.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Evaluate effectiveness and efficiency of food service operations
PERFORMANCE STANDARD	Food service operations will be evaluated to determine effectiveness of operations and to determine if change is necessary.
STEPS	1. Study food service operations. 2. Review financial records. 3. Review operational records. 4. Review employee records. 5. Identify areas of operation which need revision.
KNOWLEDGE	Determine successful areas of operation. Determine areas of operation which need revision. Assess need to reduce expenses. Assess need to increase or decrease employee number.
ATTITUDES	Communicate need to study operations. Communicate need to reduce expenses. Communicate need to reevaluate employee needs. In addition, refer to Employability Skills List.
SAFETY	Follow local, state and federal regulations.
EQUIPMENT AND MATERIALS	Operations records Financial records Employee records
SOURCE OF ANALYSIS	Food Service Careers, Cornelius, Ethelwyn G., 1974.
ILLINOIS STATE GOALS FOR LEARNING	Mathematics: Goal 1-H: Application of computational and problem-solving skills to common life situations with or without calculators.

ILLINOIS STATE GOALS FOR LEARNING (Cont)

Language Arts:

Goal 1-A: Recognition, recall, and summarization of material read.

Goal 1-C: Reading for various purposes and identification of text to accomplish each purpose.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Determine operating budget
PERFORMANCE STANDARD	An operating budget will be determined by evaluating records of operating costs, food costs, employee costs and projected profit.
STEPS	1. Study operating expense records. 2. Study food costs records. 3. Study employee costs. 4. Determine margin of profit. 5. Determine operating budget.
KNOWLEDGE	Assess operating costs. Assess food costs. Assess employee costs. Identify all factors which contribute to budget.
ATTITUDES	Communicate need to study operating costs. Communicate need to study food costs. Communicate need to study employee costs. Communicate need to establish operating budget. In addition, refer to Employability Skills List.
SAFETY	Follow local, state and federal regulations.
EQUIPMENT AND MATERIALS	Operations records Financial records Employee records Computer File of budgeting information
SOURCE OF ANALYSIS	Food Service Careers, Cornelius, Ethelwyn G., 1974.

ILLINOIS
STATE GOALS
FOR
LEARNING

Mathematics:
- Goal 1-H: Application of computational and problem-solving skills to common life situations with or without calculators.

Language Arts:
- Goal 1-A: Recognition, recall, and summarization of material read.
- Goal 1-C: Reading for various purposes and identification of text to accomplish each purpose.

TASK ANALYSIS

OCCUPATION	Food Service Manager
DUTY AREA	Managing A Food Service Operation
TASK	Collect specimens for bacterial culturing
PERFORMANCE STANDARD	Specimens for bacterial culturing will be collected to assure that every effort is being made to protect the health of consumers.
STEPS	1. Identify the need for collecting specimens. 2. Identify foods from which specimens will be collected. 3. Identify equipment from which specimens will be collected. 4. Identify areas within establishment from which specimens will be collected. 5. Gather supplies. 6. Collect specimens.
KNOWLEDGE	Identify food borne bacteria. Identify conditions which foster growth of bacteria. Identify methods of testing. Identify conditions which indicate a need to test.
ATTITUDES	Respect the philosophy of establishment. Respect the health departments rules and regulations concerning collection of specimens. In addition, refer to Employability Skills List.
SAFETY	Consider federal, state and local regulations for prevention of food borne bacteria. Consider federal, state and local regulations for testing for food borne bacteria.
EQUIPMENT AND MATERIALS	Petri dishes Test tubes Collection instruments
SOURCE OF ANALYSIS	Professional Cooking, Gisslen, Wayne, 1983.

ILLINOIS
STATE GOALS
FOR
LEARNING

Biological and Physical Sciences:

Goal 3-B: Basic scientific standards and research abilities which include:

1. accurate, skill and safe practices in laboratory activities;
2. application of an operational definition using terms to physically describe the activity or result of a procedure;
3. good experimental techniques which will be evident by the precision practiced during the investigation;
4. systematization of data to maintain an orderly manner of review;
5. effectiveness in communicating laboratory procedures and results;
6. ability to analyze, evaluate or replicate the experimental work of others.

Goal 4-A: Observation.
Goal 4-B: Classification.
Goal 4-C: Inference.
Goal 4-D: Prediction.
Goal 4-E: Measurement.
Goal 4-F: Communication.
Goal 4-G: Data collection, organization and interpretation.
Goal 4-I: Question and hypothesis formulation.
Goal 4-J: Experimentation.
Goal 4-L: Results verification.
Goal 4-M: Scientific equipment use.

Physical Development and Health:

Goal 3-G: Safety procedures at home, workplace, school, and recreation sites for the prevention of fires, poisoning, drowning, and other accidents.

IL88CD04

019113

Education For Employment Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

1988

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER: **CLOTHING AND APPAREL SERVICES**
OCCUPATION: **FASHION SALES CLERK**
Duty Areas: Selling Merchandise
Preparing Merchandise Displays

OCCUPATION: **FASHION SALES MANAGER, RETAIL**
Duty Area: Selecting Inventory

BEST COPY AVAILABLE

"KEY TO EFFECTIVE LEARNING"

Illinois Competency Based Vocational
Education Project
Housed At: Lake County Area
Vocational Center
19525 West Washington Street
Grayslake, IL 60030-1194
(312) 223-6681 or 620-8770

Tasks Analyzed by CBVE Home Economics Occupations Consultant	Virginia Below
CBVE Project Director	Urban T. Oen, Ph.D.

TASK ANALYSIS
FOR
HOME ECONOMICS OCCUPATIONS

CLUSTER: **CLOTHING AND APPAREL SERVICES**
OCCUPATION: **FASHION SALES CLERK**
Duty Area: Selling Merchandise

TASK ANALYSIS

OCCUPATION	Fashion Sales Clerk
DUTY AREA	Selling Merchandise
TASK	Greet customer
PERFORMANCE STANDARD	A friendly greeting and an offer of assistance without overwhelming the customer will result in good public relations and in increased sales.
STEPS	1. Say hello as customer enters store or department. 2. Identify yourself. 3. Offer assistance. 4. Steer customer to requested merchandise. 5. Maintain contact without overwhelming customer. 6. Exhibit friendly attitude.
KNOWLEDGE	Identify ways to maintain contact and be friendly without overwhelming customer. Identify clues to listen for when talking to customer. Identify nonverbal clues which indicate customer may desire assistance. Describe advantages of being well-informed.
ATTITUDES	Respect customer's right to feel welcome. Respect customer's right to not feel overwhelmed. Display understanding of nonverbal communication. In addition, refer to Employability Skills List.
SAFETY	Reduce risk of customer frustration by identifying possible stressful situations.
EQUIPMENT AND MATERIALS	Store policy manual
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.

ILLINOIS STATE GOALS FOR LEARNING

Language Arts:
- Goal 2-A: Meaning of spoken messages.
- Goal 2-C: Inferences from spoken messages and nonverbal cues.
- Goal 4-A: Clear and expressive speaking.
- Goal 6-D: English grammar.

Social Sciences:
- Goal 1-M: Basic economic concepts that have traditionally shaped economic systems.
- Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Fashion Sales Clerk
DUTY AREA	Selling Merchandise
TASK	Locate merchandise for customer
PERFORMANCE STANDARD	Locating merchandise for customer will result in satisfied customer and will avoid company loss of business.
STEPS	1. Greet customer. 2. Ask customer questions regarding desired merchandise. 3. Listen attentively to customer. 4. Locate merchandise for customer by: A. directing customer to desired merchandise. B. selecting merchandise according to answers given to questions.
KNOWLEDGE	Identify clues to listen for when talking to customer. Identify nonverbal messages to watch for when talking to customer. Describe advantages of being well-informed.
ATTITUDES	Appreciate the rights of customers to see merchandise needed or wanted. Respect the rights of customers to have problems solved. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Merchandise Map of store or department
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.

ILLINOIS STATE GOALS FOR LEARNING

Language Arts:

- Goal 2-A: Meaning of spoken messages.
- Goal 2-C: Inferences from spoken messages and nonverbal cues.
- Goal 4-A: Clear and expressive speaking.
- Goal 6-D: English grammar.

Social Sciences:

- Goal 1-M: Basic economic concepts that have traditionally shaped economic systems.
- Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Fashion Sales Clerk
DUTY AREA	Selling Merchandise
TASK	Inform customer of special promotions
PERFORMANCE STANDARD	Information on special promotions results in informed buying by customer and in repeat business for store.
STEPS	1. Direct customer to special promotion merchandise. 2. Describe special promotion to customer. 3. Explain advantage to customer of special promotion. 4. Inform customer of length of special promotion.
KNOWLEDGE	Identify consumer laws and rights. Describe existing special promotions. Discuss advantages of special promotions to customer.
ATTITUDES	Theorize that satisfied customers mean increased business for store. Theorize that dissatisfied customers mean loss of reputation for store. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Sales promotional flier Store ad Store informational material
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Goal 4-A: Clear and expressive speaking. Goal 4-E: Use of language for a variety of purposes. Goal 6-D: English grammar.

ILLINOIS STATE GOALS FOR LEARNING (Cont)

Social Sciences:

Goal 1-F: Factors that have contributed to the economic development of the United States.

Goal 1-M: Basic economic concepts that have traditionally shaped economic systems.

Goal 1-O: Effects of basic economic principles on producers and consumers in the public and private sectors.

Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION Fashion Sales Clerk

DUTY AREA Selling Merchandise

TASK Close sale

PERFORMANCE STANDARD The sale will be closed in such a way that the customer is satisfied, repeat business for store is generated and the day's sales record is correct.

STEPS

1. Ask customer if there will be anything else.
2. Suggest additional merchandise.
3. Ask customer type of payment.
4. Complete sales ticket.
5. Accept payment: cash, credit card, checks.
    - A. Cash:
        1. Receive cash.
        2. Make change.
    - B. Credit card:
        1. Accept credit card.
        2. Examine card for signature and expiration date.
        3. Check bad credit card list.
        4. Place credit card on machine.
        5. Place form over card and stamp.
        6. Check form for legibility.
        7. Record sales information on form.
        8. Ask customer to sign sales form.
        9. Compare signature on card and form.

    Decisions: What type of card is being offered?
    Which credit form should be used?
    Is credit card current?
    Is credit card on stolen list?

    Cues: Observe customer behavior.
    Review bad card list.

    Errors: Use of incorrect form results in lost revenue.
    Use of stolen card invalidates sale.
    Use of stolen card results in lost revenue.

    - C. Checks:
        1. Accept check.
        2. Check date, payee, numerical amount, written amount,signature and address.
        3. Check bad check list.
        4. Ask for additional forms of identification.
        5. Record identification on back of check.
        6. Obtain supervisor's approval.

    Decisions: Is check acceptable?
    Is identification acceptable?

STEPS (Cont)

Cues: Observe customer's behavior.

Review store policy.

Errors: Accepting a bad check results in lost revenue.

6. Ring sale.
7. Package merchandise.
8. Give customer receipt and merchandise.
9. Thank customer.

KNOWLEDGE

Describe store policy concerning check payment.
Describe store policy concerning credit card payments.
Describe use of credit card machine.
Describe use of register when accepting credit card as payment.

ATTITUDES

Accept that satisfied customers mean increased business for store.
Accept that dissatisfied customers mean loss of reputation for store.
Support store policy concerning credit card sales.
Support store policy concerning acceptance of checks.
Exhibit courteous manner in dealing with customer.
In addition refer to Employability Skills List.

SAFETY

Learn proper operation of credit card machine in order to avoid personal injury.
Learn proper operation of cash register in order to avoid personal injury.

EQUIPMENT AND MATERIALS

Merchandise
Sales ticket
Cash register
Tax chart
Credit card machine
Bags
Boxes
Tissue paper
Bad credit card list
Bad check list

SOURCE OF ANALYSIS

An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.

ILLINOIS STATE GOALS FOR LEARNING

Language Arts:
Goal 4-A: Clear and expressive speaking.
Goal 4-E: Use of language for a variety of purposes.
Goal 6-D: English grammar.

ILLINOIS STATE GOALS FOR LEARNING (Cont)	Social Sciences: Goal 1-F: Factors that have contributed to the economic development of the United States. Goal 1-M: Basic economic concepts that have traditionally shaped economic systems. Goal 1-O: Effects of basic economic principles on producers and consumers in the public and private sectors. Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Fashion Sales Clerk
DUTY AREA	Selling Merchandise
TASK	Stimulate repeat business *This is a part of other tasks in the duty area "Selling Merchandise" rather than a separate task.
PERFORMANCE STANDARD	
STEPS	
KNOWLEDGE	
ATTITUDES	
SAFETY	
EQUIPMENT AND MATERIALS	
SOURCE OF ANALYSIS	
ILLINOIS STATE GOALS FOR LEARNING	

TASK ANALYSIS

OCCUPATION Fashion Sales Clerk

DUTY AREA Selling Merchandise

TASK Process telephone orders for merchandise

PERFORMANCE STANDARD Telephone sales will be processed in such a way that customers are satisfied, repeat business for store is generated and the day's sales record is correct.

STEPS

1. Answer phone as instructed.
2. Identify yourself and your department.
3. Listen attentively to customer.
4. Record information including customer's name, address, phone number and where merchandise is to be delivered.
5. Take customer's order.
6. Repeat customer's order including size, color, quantity and price.
7. Determine payment method.
8. Record information needed for payment.
9. Locate desired merchandise.
10. Compute sales tax.
11. Compute delivery charges.
12. Repeat to customer: price of items, tax charges, delivery charges and total.
13. Complete sales slip.
14. Thank customer.
15. Restate name and department.
16. Prepare package for delivery.
17. Deliver package to designated location for delivery.

KNOWLEDGE

Describe store policy concerning telephone sales.
Describe store policy concerning Collect on Delivery (C.O.D) .sales.
Describe store policy concerning telephone sales being charged.

ATTITUDES

Accept that satisfied customers mean increased business for store.
Accept that dissatisfied customers mean loss of reputation for store.
Support store policy concerning credit card sales.

ATTITUDES (Cont)	Support store policy concerning Collect on Delivery (C.O.D.) sales. Exhibit courteous manner in dealing with customer on telephone. In addition, refer to Employability Skills List.
SAFETY	Learn proper operation of credit card machine in order to avoid personal injury. Learn proper operation of cash register in order to avoid personal injury.
EQUIPMENT AND MATERIALS	Telephone Pad Sales forms Tax chart Credit card forms Merchandise Bag Tissue paper Box Delivery forms Bad credit card list
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 4-A: Clear and expressive speaking. Goal 4-E: Use of language for a variety of purposes. Goal 6-D: English grammar. Social Sciences: Goal 1-F: Factors that have contributed to the economic development of the United States. Goal 1-M: Basic economic concepts that have traditionally shaped economic systems. Goal 1-O: Effects of basic economic principles on producers and consumers in the public and private sectors. Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS
FOR
HOME ECONOMICS OCCUPATIONS

CLUSTER:	**CLOTHING AND APPAREL SERVICES**
OCCUPATION:	**FASHION SALES CLERK**
Duty Area:	Preparing Merchandise Displays

TASK ANALYSIS

OCCUPATION	Fashion Sales Clerk
DUTY AREA	Preparing Merchandise Displays
TASK	Dismantle display
PERFORMANCE STANDARD	Display is dismantled and all merchandise, accessories, display materials and tools are removed. Area where located is cleaned so there is no evidence of display.
STEPS	1. Assemble tools. 2. Remove signs and merchandise tickets. 3. Remove accessories and decorative props. 4. Remove merchandise. 5. Disconnect any special lighting. 6. Dismantle display fixtures. 7. Sweep, vacuum, mop or wash and polish display area. 8. Return merchandise to proper place. 9. Return display props, signs, materials, supplies and tools to proper place. 10. Prepare for next display.
KNOWLEDGE	Apply design concepts. Explain the importance of removing all evidence of previous display. Demonstrate problem-solving skills.
ATTITUDES	Respect that unattractive, unprofessional dismantling of displays reflects poor store image. Respect that failure to remove all evidence of previous display can create problems for store. In addition, refer to Employability Skills List.
SAFETY	Dispose of broken glass carefully to avoid cuts. Check electrical cords and attachments for defects. Safeguard customers' health by removing all parts of display and tools. Practice safe bending and lifting techniques.

EQUIPMENT AND MATERIALS

Stock truck
Props and fixtures
Merchandise
Signs and merchandise tickets
Cleaning supplies
Fasteners and related tools

SOURCE OF ANALYSIS

An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University.

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:
- Goal 1-H: Application of computational and problem-solving skills to common life situations with or without calculators.
- Goal 3-A: Measurement in various contexts using appropriate units.
- Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.

Biological and Physical Sciences:
- Goal 1-N: Relationship of structure to function.

Fine Arts:
- Visual Art:
- Goal 1-A: How sensory elements of color, line, shape, texture and space interact in selected visual images.
- Goal 2-A: Processes used to create various types of visual art (drawing, painting, graphics, sculpture, photography, crafts, architecture, computer art and film).
- Goal 2-B: How specific tools are used to create various types of visual art.

TASK ANALYSIS
FOR
HOME ECONOMICS OCCUPATIONS

CLUSTER: **CLOTHING AND APPAREL SERVICES**
OCCUPATION: **FASHION SALES MANAGER, RETAIL**
Duty Area: Selecting Inventory

BEST COPY AVAILABLE

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Confer with store manager
PERFORMANCE STANDARD	Conferring with store manager will result in selection of merchandise considered desirable by manager, will maintain open lines of communication and will help maintain the good reputation of store.
STEPS	1. Arrange appointment with store manager. 2. Review buying plan. 3. Prepare an agenda of items to discuss. 4. Organize visual aids if appropriate to discussion. 5. Arrive promptly for appointment. 6. Present items one at a time. 7. Discuss each item. 8 Listen attentively to manager. 9. Take notes. 10. End appointment on time.
KNOWLEDGE	Describe store buying plan. Discuss appropriate conduct for business meetings. Discuss appropriate conduct for informal meetings.
ATTITUDES	Acknowledge the need for open communication between different levels of management. Accept that inability to communicate with management may result in loss of business for store. Accept that failure or inability to communicate with management may result in loss of position. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Store or department buying plan Note pad Appointment calendar

SOURCE OF ANALYSIS	Fashion from Concept to Consumer, Gini Stephens Frings, 1982. Apparel and Accessories, Marilyn Purol Mathisen and Richard L. Lynch, 1979.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 2-A: Meaning of spoken messages. Goal 2-D: Distinction among different purposes in communication. Goal 2-E: Differing perspectives and points of view. Goal 2-F: Effective and appropriate responses. Goal 4-D: Use of appropriate language and nonverbal cues for the topic, audience, and setting. Goal 4-E: Use of language for a variety of purposes.

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Confer with buyer
PERFORMANCE STANDARD	Confering with buyer will result in selection of desirable merchandise, will maintain open lines of communication and will help maintain the good reputation of store.
STEPS	1. Arrange appointment with buyer. 2. Review buying plan. 3. Prepare an agenda of items to discuss. 4. Organize visual aids if appropriate to discussion. 5. Arrive promptly for appointment. 6. Present items one at a time. 7. Discuss each item. 8 Listen attentively to buyer. 9. Take notes. 10. End appointment on time. 11. Thank buyer for input and time.
KNOWLEDGE	Discuss appropriate conduct for business meetings. Discuss appropriate conduct for informal meetings.
ATTITUDES	Acknowledge the need for open communication between management and buyer. Respect that inability to communicate may result in loss of business for store. Respect that failure or inability to communicate may result in loss of position.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Store or department buying plan Note pad Appointment calendar
SOURCE OF ANALYSIS	Fashion from Concept to Consumer, Frings, Gini Stephens, 1982. Apparel and Accessories,Mathisen, Marilyn Purol and Richard L. Lynch, 1979.

ILLINOIS
STATE GOALS
FOR
LEARNING

Language Arts:

- Goal 2-A: Meaning of spoken messages.
- Goal 2-D: Distinction among different purposes in communication.
- Goal 2-E: Differing perspectives and points of view.
- Goal 2-F: Effective and appropriate responses.
- Goal 4-D: Use of appropriate language and nonverbal cues for the topic, audience, and setting.
- Goal 4-E: Use of language for a variety of purposes.

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Review buyer's recommendations
PERFORMANCE STANDARD	Reviewing buyer's recommendations will result in selection of desirable merchandise and will maintain the good reputation of store.
STEPS	1. Review buying plan recommended by buyer. 2. Consult sources concerning current trends. 3. Talk to sales associates concerning customer wants and needs. 4. Study records of clients' past selections. 5. Compare findings with buyer's recommendations. 6. Make selections.
KNOWLEDGE	Identify clues to clients' wants and needs. Demonstrate an understanding of the buying-selling cycle. Demonstrate use of computer skills.
ATTITUDES	Discuss the rights of clients to have desired merchandise available. Anticipate the effects of trend changes. Discuss the need to consult buyer and to study buyer's recommendations. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Buyer's recommendations File of sales records Computer Manufacturers' fashion forecasts
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Mid-Manager Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981. Fashion From Concept to Consumer, Gini Stephens Frings,1982.

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:

- Goal 1-B: Ability to perform operations with numbers with and without a calculator.
- Goal 1-H: Application of computational and problem-solving skills to common life situations with or without calculators.
- Goal 6-B: Ability to estimate probabilities from experiments or from data.
- Goal 6-F: Construction of tables and graphs to indicate selected trends or relationships.
- Goal 6-G: Commonly used summary statistics.
- Goal 7-E: Ability to determine what conclusions are valid from a given set of information.

Language Arts:

- Goal 1-A: Recognition, recall, and summarization of material read.
- Goal 1-F: Integration of information from more than one text.

Social Sciences:

- Goal 1-N: Traditional, market, and command economic systems.

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Maintain current knowledge of fabrics, finishes and care
PERFORMANCE STANDARD	Maintaining current knowledge of fabrics, finishes and care of fabrics and finishes results in ability to help customers make informed decisions.
STEPS	1. Identify fiber content of fabrics. 2. Identify finish features such as waterproofing. 3. Identify care features. 4. Maintain files on fabrics. 5. Maintain files on finishes. 6. Maintain files on care of fabrics. 7. Read trade publications, fabric texts, manufacturers' fashion forecasts and merchandise tags and labels. 8. Discuss new fabrics with vendors and buyers. 9. Explain fabric characteristics to customers.
KNOWLEDGE	Describe properties of fibers and fabrics. Describe properties of fabric finishes. Describe properties of fabric care.
ATTITUDES	Discuss ways in which inaccurate information may result in damage to fabrics or garments. Discuss ways in which inaccurate information may result in loss of customers. Discuss ways in which inaccurate information may result in poor store reputation. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	File cards File box Trade publications Fabric texts Merchandise tags and labels Manufacturers' fashion forecasts Computer

SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.
ILLINOIS STATE GOALS FOR LEARNING	Biological and Physical Sciences: Goal 1-D: How two or more things interact and the effect each has on the other. Goal 2-A: Relationships between science and technology. Goal 2-C: Relationships between the natural and technological world.

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Select garments based on wants and needs of clients
PERFORMANCE STANDARD	Garments selected result in customer acceptance of merchandise.
STEPS	1. Identify sources of fashion information. 2. Consult sources concerning current trends. 3. Talk to sales associates concerning customer wants and needs. 4. Study records of clients' past selections. 5. Visit manufacturers' showrooms. 6. Compare findings from study with available merchandise. 7. Make selections.
KNOWLEDGE	Demonstrate an understanding of buying procedures at the market. Determine sources of information. Identify clues to clients' wants and needs. Demonstrate an understanding of the buying-selling cycle. Demonstrate use of computer skills.
ATTITUDES	Support the rights of clients to have desired merchandise available. Support the need to maintain up-to-date information. Anticipate the effects of trend changes. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Trade publications Manufacturers' fashion forecasts File of sales records Computer
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Mid-Manager Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981. Fashion From Concept to Consumer, Gini Stephens Frings,1982.

ILLINOIS
STATE GOALS
FOR
LEARNING

Language Arts:
- Goal 3-C: Use of specific information or reasons to support and elaborate the main point.

Social Sciences:
- Goal 1-F: Factors that have contributed to the economic development of the United States.
- Goal 1-M: Basic economic concepts that have traditionally shaped economic systems.
- Goal 5-C: Costs and benefits of a particular course of action.

Fine Arts:

Visual Arts
- Goal 1-A: How sensory elements of color, line, shape, texture and space interact in selected visual images.

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Select garments based on current trends of design and color.
PERFORMANCE STANDARD	Garments selected result in customer acceptance of merchandise and increased sales.
STEPS	1. Review sales figures for corresponding season of previous years. 2. Make an estimate of sales. 3. Plan for stock turnover. 4. Study available merchandise from key resources and trend resources. 5. Meet with manufacturers' representatives. 6. Talk to sales associates concerning trends. 7. Visit showrooms: a. Write numbers of preferred styles. b. Make notes. c. Compare to similar merchandise. 8. Investigate current sales. 9. Select garments based on gathered data.
KNOWLEDGE	Describe buying procedures at the market. Identify sources of information. Identify clues to selecting merchandise which clients will like. Demonstrate an understanding of the buying-selling cycle. Demonstrate use of computer to review past sales records.
ATTITUDES	Support the client's rights to have desired merchandise available. Anticipate the effects of trend changes. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Trade publications File of sales records Computer

SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Mid-Manager Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981. Fashion from Concept to Consumer, Gini Stephens Frings, 1982.
ILLINOIS STATE GOALS FOR LEARNING	Social Sciences: Goal 1-F: Factors that have contributed to the economic development of the United States. Goal 1-M: Basic economic concepts that have traditionally shaped economic systems. Goal 5-C: Costs and benefits of a particular course of action. Fine Arts: Visual Arts Goal 1-A: How sensory elements of color, line, shape, texture and space interact in selected visual images.

TASK ANALYSIS

OCCUPATION Fashion Sales Manager

DUTY AREA Selecting Inventory

TASK Select garments for leisure wear

PERFORMANCE STANDARD Leisure wear selected meets the needs of clients and results in profit for store.

STEPS

1. Review sales figures for corresponding season of previous years.
2. Make an estimate of sales.
3. Plan for stock turnover.
4. Study buyers' bulletins.
5. Visit manufacturers' showrooms.
6. Record numbers of preferred garments.
7. Make notations on:
    a. Description.
    b. Available sizes.
    c. Color range.
    d. Fabrication.
    e. Wholesale price.
    f. Reorder possibilities.
8. Make comparisons with other merchandise viewed.
9. Consider sales potential of each style.
10. Investigate current sales pattern.
11. Select garments based on gathered data.

KNOWLEDGE

Identify reasons for planning buying.
Identify way buying-selling cycle relates to fashion cycle.
Demonstrate an understanding of planning and the considerations involved in it.
Discuss steps in the buying procedure at the market.

ATTITUDES

Develop a buying plan.
Formulate a method for maintaining up-to-date sales records.
In addition, refer to Employability Skills List.

SAFETY None specific to this task identified.

EQUIPMENT AND MATERIALS

Trade publications
File of sales records
Computer

SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Mid-Manager Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981. Fashion from Concept to Consumer, Gini Stephens Frings, 1982.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 3-C: Use of specific information or reasons to support and elaborate the main point. Social Sciences: Goal 1-F: Factors that have contributed to the economic development of the United States. Goal 1-M: Basic economic concepts that have traditionally shaped economic systems. Goal 5-C: Costs and benefits of a particular course of action. Fine Arts: Visual Arts Goal 1-A: How sensory elements of color, line, shape, texture and space interact in selected visual images.

TASK ANALYSIS

OCCUPATION Fashion Sales Manager

DUTY AREA Selecting Inventory

TASK Select garments for work

PERFORMANCE STANDARD Garments selected for work meet the needs of clients and result in additional sales and profit for store.

STEPS

1. Review sales figures for corresponding season of previous years.
2. Make an estimate of sales.
3. Plan for stock turnover.
4. Study buyers' bulletins.
5. Talk to sales associates and vendors.
6. Visit manufacturers' showrooms.
7. Record numbers of preferred garments.
8. Make notations on:
   a. Description.
   b. Available sizes.
   c. Color range.
   d. Fabrication.
   e. Wholesale price.
   f. Reorder possibilities.
9. Make comparisons with other merchandise viewed.
10. Consider sales potential of each item.
11. Investigate current sales patterns.
12. Select garments based on gathered data.

KNOWLEDGE

Analyze reasons for planning buying.
Demonstrate an understanding of planning and the considerations involved in it.
Identify steps in the buying process at market.

ATTITUDES

Discuss the need for garments for work to present a neat appearance.
Discuss the need for garments for work to reflect the desired image.
Discuss the need to develop a buying plan.
Formulate a method for maintaining up-to-date sales records.
In addition, refer to Employability Skills List.

SAFETY Choose garments made of fabrics or with finishes that fulfill the specified requirements.

EQUIPMENT AND MATERIALS	Trade publications File of sales records Computer
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Mid-Manager Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981. Fashion from Concept to Consumer, Gini Stephens Frings, 1982.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 3-C: Use of specific information or reasons to support and elaborate the main point. Social Sciences: Goal 1-F: Factors that have contributed to the economic development of the United States. Goal 1-M: Basic economic concepts that have traditionally shaped economic systems. Goal 5-C: Costs and benefits of a particular course of action. Fine Arts: Visual Arts Goal 1-A: How sensory elements of color, line, shape, texture and space interact in selected visual images.

TASK ANALYSIS

OCCUPATION Fashion Sales Manager

DUTY AREA Selecting Inventory

TASK Select garments for day wear

PERFORMANCE STANDARD Day wear selected meets the needs of clients and results in increased sales and profit for store.

STEPS

1. Review sales figures for corresponding season of previous years.
2. Make an estimate of sales.
3. Plan for stock turnover.
4. Study buyers' bulletins.
5. Talk to sales associates and vendors.
6. Visit manufacturers' showrooms.
7. Record numbers of preferred garments.
8. Make notations on:
   a. Description.
   b. Available sizes.
   c. Color range.
   d. Fabrication.
   e. Wholesale price.
   f. Reorder possibilities.
9. Make comparisons with other merchandise viewed.
10. Consider sales potential of each item.
11. Investigate current sales pattern.
12. Select garments based on gathered data.

KNOWLEDGE

Analyze reasons for planning buying.
Demonstrate an understanding of planning and the considerations involved in it.
Identify steps in the buying process at market.

ATTITUDES

Discuss the need for garments to reflect the desired image.
Discuss the need to develop a buying plan.
Formulate a method for maintaining up-to-date sales records.
In addition, refer to Employability Skills List.

SAFETY None specific to this task identified.

EQUIPMENT AND MATERIALS	Trade publications File of sales records Computer
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Mid-Manager Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981. Fashion from Concept to Consumer, Gini Stephens Frings, 1982.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 3-C: Use of specific information or reasons to support and elaborate the main point. Social Sciences: Goal 1-F: Factors that have contributed to the economic development of the United States. Goal 1-M: Basic economic concepts that have traditionally shaped economic systems. Goal 5-C: Costs and benefits of a particular course of action. Fine Arts: Visual Arts Goal 1-A: How sensory elements of color, line, shape, texture and space interact in selected visual images.

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Determine types of fabrics used
PERFORMANCE STANDARD	Knowing the types of fabrics used results in ability to help customers make informed decisions concerning purchase and care of garment.
STEPS	1. Read trade publications, fabric texts, manufacturers' fashion forecasts and merchandise tags and labels. 2. Test fabrics to determine fiber content. 3. Determine care features. 4. Maintain files on fabrics. 5. Maintain files on care of fabrics. 6. Discuss new fabrics with vendors and buyers.
KNOWLEDGE	Describe properties of fibers and fabrics. Describe properties of fabric care.
ATTITUDES	Support the theory that inaccurate information may result in damage to fabrics or garments. Support the theory that inaccurate information may result in loss of customers. Support the theory that inaccurate information may result in poor reputation for store. In addition, refer to Employability Skills List.
SAFETY	Follow careful laboratory practices when testing fabrics to prevent damage to fabric, hands or personal clothing.
EQUIPMENT AND MATERIALS	File cards File box Trade publications Fabric texts Merchandise tags and labels Manufacturers' fashion forecasts Computer Chemicals Laboratory equipment

SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Mid-Manager Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981. An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.
ILLINOIS STATE GOALS FOR LEARNING	Biological and Physical Sciences: Goal 1-D: How two or more things interact and the effect each has on the other. Goal 1-I: Cause and effect relationships which allow predictions to be made. Goal 4-A: Observation. Goal 4-G: Data collection, organization and interpretation. Goal 4-J: Experimentation. Goal 4-L: Results verification. Goal 4-M: Scientific equipment use.

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Determine special finishes on garment
PERFORMANCE STANDARD	Knowing the types of finishes used results in ability to help customers make informed decisions concerning purchase and care of garment.
STEPS	1. Read trade publications, fabric texts, manufacturers' fashion forecasts, and merchandise tags and labels. 2. Test fabrics to determine finishes such as waterproofing. 3. Maintain files on finishes. 4. Maintain files on care of fabrics. 5. Discuss new finishes with vendors and buyers.
KNOWLEDGE	Describe properties of fibers and fabrics. Describe properties of fabric finishes. Describe properties of fabric care.
ATTITUDES:	Support the theory that inaccurate information may result in damage to fabrics or garments. Support the theory that inaccurate information may result in loss of customers. Support the theory that inaccurate information may result in poor reputation for store. In addition, refer to Employability Skills List.
SAFETY	Follow careful laboratory practices when testing fabric finishes to prevent damage to fabric, hands or personal clothing.
EQUIPMENT AND MATERIALS	File cards File box Trade publications Fabric texts Merchandise tags and labels Manufacturers' fashion forecasts Computer Chemicals Laboratory equipment

SOURCE OF ANALYSIS

An Analysis of the Apparel and Accessories Mid-Manager Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.

An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:
- Goal 1-D: How two or more things interact and the effect each has on the other.
- Goal 1-I: Cause and effect relationships which allow predictions to be made.
- Goal 4-A: Observation.
- Goal 4-G: Data collection, organization and interpretation.
- Goal 4-J: Experimentation.
- Goal 4-L: Results verification.
- Goal 4-M: Scientific equipment use.

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Determine necessary care of garments
PERFORMANCE STANDARD	Knowing the type of care necessary for garments results in ability to help customers make informed decisions about garment care.
STEPS	1. Read trade publications, fabric texts, manufacturers' fashion forecasts and merchandise tags and labels. 2. Maintain files on fabrics. 3. Maintain files on finishes. 4. Maintain files on care of fabrics and finishes. 5. Refer to appropriate files. 6. Test fabrics to determine fiber content. 7. Test garments to determine finishes used. 8. Determine appropriate care.
KNOWLEDGE	Describe properties of fibers, fabrics and finishes. Describe properties of fabric care dependent on finish applied. Describe properties of fabric care dependent on fiber content. Describe tests used to determine fiber content. Describe tests used to determine applied finish.
ATTITUDES	Support the theory that inaccurate information may result in damage to fabrics or garments. Support the theory that inaccurate information may result in loss of customers. Support the theory that inaccurate information may result in poor store reputation. Support the theory that loss of customers or poor store reputation may result in loss of job. In addition, refer to Employability Skills List.
SAFETY	Follow careful laboratory practices when testing fabrics to prevent damage to fabric, hands or personal clothing.

EQUIPMENT AND MATERIALS	File cards File box Trade publications Fabric texts Merchandise tags and labels Manufacturers' fashion forecasts Computer Chemicals Laboratory equipment
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Mid-Manager Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981. An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.
ILLINOIS STATE GOALS FOR LEARNING	Biological and Physical Sciences: Goal 1-D: How two or more things interact and the effect each has on the other. Goal 1-I: Cause and effect relationships which allow predictions to be made. Goal 4-A: Observation. Goal 4-G: Data collection, organization and interpretation. Goal 4-J: Experimentation. Goal 4-L: Results verification. Goal 4-M: Scientific equipment use.

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Coordinate merchandise selected by color, size and use
PERFORMANCE STANDARD	Coordinating merchandise by color, size and use will attract customers to displays, will convenience customers and will place more merchandise in customers' view increasing the possibility of additional sales.
STEPS	1. Select merchandise to be displayed from stock. 2. Arrange merchandise according to use on stock truck. 3. Arrange merchandise according to color on stock truck. 4. Arrange merchandise according to size on stock truck. 5. Transport merchandise to display area. 6. Arrange merchandise in display racks on sales floor.
KNOWLEDGE	Describe how arranging merchandise by use may increase sales. Describe how arranging merchandise by color may increase sales. Describe how arranging merchandise by size may increase sales.
ATTITUDES	Support the theory that arranging merchandise by size, use and color may result in better satisfied customers. Support the theory that arranging merchandise by size, use and color conveniences customers. In addition, refer to Employability Skills List.
SAFETY	Use precaution when using transport truck to avoid injury to self or others. Use precaution when using transport truck to avoid damaging merchandise or displays.
EQUIPMENT AND MATERIALS	Merchandise Merchandise tags Transport truck
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.

ILLINOIS
STATE GOALS
FOR
LEARNING

Mathematics:

- Goal 3-A: Measurement in various contexts using appropriate units.
- Goal 7-G: Application of problem-solving procedures to solve or suggest a solution to a given problem.

Biological and Physical Sciences:

- Goal 1-I: Cause and effect relationships which allow predictions to be made.

TASK ANALYSIS

OCCUPATION	Fashion Sales Manager
DUTY AREA	Selecting Inventory
TASK	Inspect accessory items
PERFORMANCE STANDARD	Inspecting accessory items will assure that items meet store's standard of quality and meet needs and desires of clients.
STEPS	1. Open packing cases. 2. Remove accessory items to transport truck. 3. Check invoice. 4. Check order. 5. Inspect each item for quality of materials. 6. Inspect each item for quality of construction.
KNOWLEDGE	Demonstrate a knowledge of steps followed in checking accessory items. Identify store's standard of quality concerning materials used for accessory items. Identify store's standard of quality concerning construction of accessory items.
ATTITUDES	Support store's policy concerning accessory items. In addition, refer to Employability Skills List.
SAFETY	Use precaution when using transport truck to avoid injury to self or others. Use precaution when using transport truck to avoid damaging merchandise or displays.
EQUIPMENT AND MATERIALS	Merchandise Merchandise tags Transport truck
SOURCE OF ANALYSIS	An Analysis of the Apparel and Accessories Salesperson Occupation, The Instructional Materials Laboratory, Vocational Education, Ohio State University, 1981.

ILLINOIS STATE GOALS FOR LEARNING

Language Arts:
- Goal 1-A: Recognition, recall, and summarization of material read.

Social Sciences:
- Goal 1-O: Effects of basic economic principles on producers and consumers in the public and private sectors.

IL88CD04 019114

Education For Employment Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

1988

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER: **INSTITUTIONAL AND HOME MANAGEMENT SERVICES**

OCCUPATION: **CLEANER/DOMESTIC HOUSEKEEPER**

Duty Areas: Developing and Maintaining Interpersonal Relationships
Following Ethical Standards
Managing Business Matters

BEST COPY AVAILABLE

"KEY TO EFFECTIVE LEARNING"

Illinois Competency Based Vocational
Education Project
Housed At: Lake County Area
Vocational Center
19525 West Washington Street
Grayslake, IL 60030-1194
(312) 223-6681 or 620-8770

Tasks Analyzed by CBVE
Home Economics Occupations Consultant Virginia Below

CBVE Project Director Urban T. Cen, Ph.D.

TASK ANALYSIS
FOR
# HOME ECONOMICS OCCUPATIONS

CLUSTER: **INSTITUTIONAL AND HOME MANAGEMENT SERVICES**
OCCUPATION: **CLEANER/DOMESTIC HOUSEKEEPER**
Duty Area: Developing and Maintaining Interpersonal Relationships

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Developing and Maintaining Interpersonal Relationships
TASK	Communicate with client concerning preferred cleaning procedures
PERFORMANCE STANDARD	Communicating with client concerning preferred cleaning procedures will assure worker that method selected is agreeable to client, will reassure client and will result in a satisfied client.
STEPS	1. Discuss procedures to be performed with client. 2. Explain available options concerning procedures. 3. Explain advantages of each option. 4. Explain time requirement for each procedure. 5. Explain how each option affects cost. 6. Ask client which procedure is preferred.
KNOWLEDGE	Demonstrate procedure options. Identify supplies needed for each possible procedure. Calculate time needed to perform each procedure. Demonstrate use of equipment needed.
ATTITUDES	Determine preferred procedure. Utilize supplies correctly. Recognize, analyze, solve and refer problems. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Procedures manual File cards Files
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:
- Goal 1-D: How two or more things interact and the effect each has on the other.
- Goal 1-I: Cause and effect relationships which allow predictions to be made.

Language Arts:
- Goal 2-A: Meaning of spoken messages.
- Goal 4-A: Clear and expressive speaking.

Social Sciences:
- Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Developing and Maintaining Interpersonal Relationships
TASK	Communicate job-related problems to client
PERFORMANCE STANDARD	Communicating job-related problems will assure worker that client is aware of problems, will result in clearer understanding between housekeeper and client and will result in satisfied client.
STEPS	1. Discuss problems with client. 2. Explain how each problem will affect time. 3. Explain how each problem will affect cost. 4. Explain available options concerning problems. 5. Ask client which option is preferred.
KNOWLEDGE	Identify potential problems. Calculate how each problem will affect time. Calculate how each problem will affect cost.
ATTITUDES	Safeguard reputation by communicating problems to client. Recognize, analyze, solve and refer problems. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Procedures manual File cards Files
SOURCE OF ANALYSIS	Summary of available resources.
ILLINOIS STATE GOALS FOR LEARNING	Biological and Physical Sciences: Goal 1-D: How two or more things interact and the effect each has on the other. Goal 1-I: Cause and effect relationships which allow predictions to be made.

ILLINOIS STATE GOALS FOR LEARNING (Cont)	Language Arts: Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking. Social Sciences: Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Developing and Maintaining Interpersonal Relationships
TASK	Communicate with client regarding privileges and restrictions such as smoking
PERFORMANCE STANDARD	Communicating with client regarding privileges and restrictions, such as smoking, will assure worker that identified privilege or restriction is agreeable to client, will reassure client and will result in a satisfied client.
STEPS	1. Discuss privileges and restrictions with client. 2. Ask client for clarification on unclear points. 3. Follow client's wishes.
KNOWLEDGE	Identify potential privileges. Identify potential restrictions. Calculate how each privilege or restriction affects job performance. Calculate how each privilege or restriction affects client.
ATTITUDES	Determine client's wishes. Recognize, analyze and solve problems. In addition, refer to Employability Skills List.
SAFETY	None specific to this task identified.
EQUIPMENT AND MATERIALS	Procedures manual File cards Files
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking. Social Sciences: Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Institutional Housekeeper
DUTY AREA	Developing and Maintaining Interpersonal Relationships
TASK	Communicate with other workers regarding work activities
PERFORMANCE STANDARD	Communicating with other workers results in informed workers, working cooperatively, and in a satisfied client.
STEPS	1. Study work schedule forms and work area assignment. 2. Discuss tasks to be performed with other workers. 3. Discuss time requirement for each procedure. 4. Discuss previous schedules. 5. Ask questions concerning procedures.
KNOWLEDGE	Demonstrate procedure options. Identify supplies needed for each possible procedure. Appraise effects of worker assigned to procedure.
ATTITUDES	Determine worker preferences. Utilize workers' expertise. Recognize, analyze, solve and refer problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard coworker's and own mental health by cooperative work.
EQUIPMENT AND MATERIALS	Procedures manual File cards Files Work schedule
SOURCE OF ANALYSIS	V-TECS Catalog, Janitor, Performance Objective 8.

ILLINOIS STATE GOALS FOR LEARNING

- Language Arts:
  - Goal 2-A: Meaning of spoken messages.
  - Goal 4-A: Clear and expressive speaking.
- Social Sciences:
  - Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Institutional Housekeeper
DUTY AREA	Developing and Maintaining Interpersonal Relationships
TASK	Communicate with supervisor concerning cleaning procedures
PERFORMANCE STANDARD	Communicating with supervisor concerning preferred cleaning procedures will assure worker that method selected is agreeable to supervisor, will reassure supervisor and will result in a satisfied client.
STEPS	1. Study work schedule. 2. Study work area assignment. 3. Discuss procedures to be performed with supervisor. 4. Discuss available options concerning procedures. 5. Discuss advantages of each option. 6. Discuss time requirement for each procedure. 7. Discuss how each option affects cost. 8. Discuss with supervisor which procedure is preferred. 9. Proceed to work area and assignment.
KNOWLEDGE	Demonstrate procedure options. Identify supplies needed for each procedure. Calculate time needed to perform each procedure. Demonstrate use of equipment needed.
ATTITUDES	Determine preferred procedure. Utilize supplies correctly. Recognize, analyze, solve and refer problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard property by proper use of supplies.
EQUIPMENT AND MATERIALS	Procedures manual File cards Files Work schedule
SOURCE OF ANALYSIS	V-TECS Catalog, Janitor, Performance Objective 8.

ILLINOIS STATE GOALS FOR LEARNING

Biological and Physical Sciences:
- Goal 1-I: Cause and effect relationships which allow predictions to be made.

Language Arts:
- Goal 2-A: Meaning of spoken messages.
- Goal 4-A: Clear and expressive speaking.

Social Sciences:
- Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Institutional Housekeeper
DUTY AREA	Developing and Maintaining Interpersonal Relationships
TASK	Communicate with supervisor regarding privileges and restrictions
PERFORMANCE STANDARD	Communicating with supervisor regarding privileges and restrictions will assure worker that identified privilege or restriction is agreeable to supervisor, will reassure supervisor and will result in a satisfied client.
STEPS	1. Discuss privileges and restrictions with supervisor. 2. Ask client for clarification on unclear points. 3. Follow client's regulations.
KNOWLEDGE	Identify privileges. Identify restrictions. Calculate how each privilege or restriction affects job performance. Calculate how each privilege or restriction affects client.
ATTITUDES	Determine client's wishes. Recognize, analyze, and solve problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard client's property by complying with wishes.
EQUIPMENT AND MATERIALS	Procedures manual File cards Files
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS
STATE GOALS
FOR
LEARNING

Language Arts:
- Goal 2-A: Meaning of spoken messages.
- Goal 4-A: Clear and expressive speaking.

Social Sciences:
- Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Institutional Housekeeper
DUTY AREA	Developing and Maintaining Interpersonal Relationships
TASK	Attend meetings called by supervisor
PERFORMANCE STANDARD	Attending meetings called by supervisor will keep worker informed, will establish lines of communication and will result in improved relationship with supervisor.
STEPS	1. Check staff bulletin board. 2. Mark meeting date and time on personal calendar. 3. Arrive for meeting promptly. 4. Discuss issues of concern. 5. Ask supervisor for clarification on unclear points. 6. Take notes.
KNOWLEDGE	Identify major issues to be covered at meeting. Calculate how each issue will affect job.
ATTITUDES	Determine supervisor's purpose for meeting. Recognize, analyze and solve problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard client's property by complying with wishes.
EQUIPMENT AND MATERIALS	Procedures manual Staff bulletin board Personal calendar Notepad
SOURCE OF ANALYSIS	Summary of available resources.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking.

ILLINOIS
STATE GOALS
FOR
LEARNING
(Cont)

Social Sciences:

Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER: INSTITUTIONAL AND HOME MANAGEMENT SERVICES

OCCUPATION: CLEANER/DOMESTIC HOUSEKEEPER

Duty Area: Following Ethical Standards

BEST COPY AVAILABLE

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Following Ethical Standards
TASK	Follow recommended procedures for entering and leaving
PERFORMANCE STANDARD	Following recommended procedures for entering and leaving will protect client's property and will result in a satisfied client.
STEPS	1. Discuss procedure with client. 2. Enter property as agreed upon between self and client. 3. Leave property as agreed upon between self and client.
KNOWLEDGE	Demonstrate procedure options. Appraise effects of following recommended procedure.
ATTITUDES	Determine client's preferences. Utilize client's expertise. In addition, refer to Employability Skills List.
SAFETY	Safeguard client's property by following recommended procedure for entering and leaving.
EQUIPMENT AND MATERIALS	Procedures manual
SOURCE OF ANALYSIS	V-TECS Catalog, Janitor, Performance Objective 8.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking. Social Sciences: Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Institutional Housekeeper
DUTY AREA	Following Ethical Standards
TASK	Enter and leave guest rooms by recommended procedures
PERFORMANCE STANDARD	Following recommended procedures for entering and leaving guest rooms will protect guests' property and privacy, and will result in satisfied guest and in good reputation and increased business for client.
STEPS	1. Study procedures manual. 2. Discuss procedure with supervisor. 3. Enter rooms as instructed. 4. Leave rooms as instructed.
KNOWLEDGE	Demonstrate procedure options. Appraise effects of following recommended procedure.
ATTITUDES	Determine client's preferences. Utilize client's expertise. In addition, refer to Employability Skills List.
SAFETY	Safeguard guest's property and privacy by following procedures for entering and leaving room. Safeguard client's reputation and business by following procedure for entering and leaving rooms.
EQUIPMENT AND MATERIALS	Procedures manual Passkey
SOURCE OF ANALYSIS	Skills Preparation and Career Exploration, Custodial Housekeeping, Special School District of St. Louis, Missouri.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking.

ILLINOIS
STATE GOALS
FOR
LEARNING
(Cont)

Social Sciences:

Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Following Ethical Standards
TASK	Establish and follow standards of client confidentiality and privacy
PERFORMANCE STANDARD	Establishing standards of confidentiality and privacy and following those standards will result in satisfied client, in good reputation and in increased business.
STEPS	1. Study available material concerning client confidentiality and privacy. 2. Discuss standards with client. 3. Adopt standards of client confidentiality and privacy.
KNOWLEDGE	Demonstrate procedure options. Appraise effects of following preferred procedure.
ATTITUDES	Determine client's preferences. Utilize client's expertise. In addition, refer to Employability Skills List.
SAFETY	Safeguard client's privacy by following recommended procedure.
EQUIPMENT AND MATERIALS	Available print material
SOURCE OF ANALYSIS	Summary of available resources.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking.

ILLINOIS STATE GOALS FOR LEARNING (Cont)

Social Sciences:

Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Institutional Housekeeper
DUTY AREA	Following Ethical Standards
TASK	Communicate matters of legal importance to supervisor and client
PERFORMANCE STANDARD	Communicate matters of legal importance to supervisors and clients in such a way that worker, supervisors and clients are protected.
STEPS	1. Study available material concerning legal matters. 2. Discuss matters of legal importance with supervisor. 3. Ask supervisor for clarification on unclear points. 4. Establish regulations for handling matters of legal importance. 5. Follow established regulations.
KNOWLEDGE	Identify matters which may be of legal importance. Calculate how legal matters affect job performance. Calculate how legal matters affect worker. Calculate how legal matters affect job.
ATTITUDES	Determine supervisor's wishes concerning the communication of legal matters. Recognize, analyze and refer problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard client by complying with regulations. Safeguard self by complying with regulations.
EQUIPMENT AND MATERIALS	Procedures manual File cards Files Print materials
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS STATE GOALS FOR LEARNING

Language Arts:

Goal 1-A: Recognition, recall, and summarization of material read.

Goal 2-A: Meaning of spoken messages.

Goal 4-A: Clear and expressive speaking.

Social Sciences:

Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Institutional Housekeeper
DUTY AREA	Following Ethical Standards
TASK	*Maintain positive attitudes without compromising personal standards *This is not a task but belongs on Employability Skills List.
PERFORMANCE STANDARD	
STEPS	
KNOWLEDGE	
ATTITUDES	
SAFETY	
EQUIPMENT AND MATERIALS	
SOURCE OF ANALYSIS	
ILLINOIS STATE GOALS FOR LEARNING	

TASK ANALYSIS

FOR

HOME ECONOMICS OCCUPATIONS

CLUSTER:	**INSTITUTIONAL AND HOME MANAGEMENT SERVICES**
OCCUPATION:	**CLEANER/DOMESTIC HOUSEKEEPER**
Duty Area:	Managing Business Matters

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Establish and follow payment rates consistently
PERFORMANCE STANDARD	Establishing and following consistent payment rates so that all clients receive equal treatment will result in satisfied clients, a good reputation and increased business.
STEPS	1. Discuss standard rates with currently practicing domestic housekeepers. 2. Establish an hourly rate. 3. Visit site of prospective job. 4. Investigate chores expected to be completed. 5. Calculate length of time required to complete job. 6. Calculate overhead expenses. 7. Calculate total cost.
KNOWLEDGE	Identify matters which may be of legal importance. Calculate length of time required for chores. Formulate competitive rate.
ATTITUDES	Utilize information available from other domestic housekeepers. Recognize and analyze potential problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard client by establishing payment rates. Safeguard self by establishing payment rates. Safeguard self by complying consistently with payment rates.
EQUIPMENT AND MATERIALS	List of domestic housekeepers Telephone Calculator File cards Files
SOURCE OF ANALYSIS	Maid Service, American Entrepreneurs' Association.

ILLINOIS STATE GOALS FOR LEARNING

Language Arts:
- Goal 2-A: Meaning of spoken messages.
- Goal 4-A: Clear and expressive speaking.

Social Sciences:
- Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Increase rates and justify as appropriate
PERFORMANCE STANDARD	Justifying rate increases to clients will result in informed and better-satisfied clients.
STEPS	1. Compare rates with those of other domestic housekeepers. 2. Establish currently charged hourly rate. 3. Recalculate overhead costs. 4. Recalculate total costs. 5. Prepare written information explaining reasons for rate increase. 6. Distribute written information to clients. 7. Discuss reasons for rate increase with clients.
KNOWLEDGE	Calculate length of time required for chores. Calculate costs. Formulate competitive rate. Communicate rationale.
ATTITUDES	Utilize information available from other domestic housekeepers. Recognize and analyze potential problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard client by reviewing established payment rates. Safeguard self by reviewing established payment rates. Safeguard self by complying consistently with payment rates. Safeguard self by putting information in printed form.
EQUIPMENT AND MATERIALS	List of domestic housekeepers Telephone Calculator File cards Files Print materials
SOURCE OF ANALYSIS	Maid Service, American Entrepreneurs' Association.

ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking. Social Sciences: Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Provide references
PERFORMANCE STANDARD	Providing references will reassure potential clients and will result in satisfied client, a good reputation and increased business.
STEPS	1. Discuss intention with previous employers. 2. Ask previous employers for permission to use names as reference. 3. Ask previous employers for written references. 4. Prepare list of references, including names, addresses and phone numbers. 5. Discuss references with new clients. 6. Distribute written references as requested.
KNOWLEDGE	Determine need for references. Determine criteria for references. Determine references to be used. Communicate rationale.
ATTITUDES	Utilize available information. Recognize and analyze potential problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard client by obtaining permission to use name as reference. Safeguard self by obtaining permission to use client as reference. Safeguard self by putting information in printed form.
EQUIPMENT AND MATERIALS	Telephone File cards Files Printed materials
SOURCE OF ANALYSIS	Maid Service, American Entrepreneurs' Association.

ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking. Social Sciences: Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Discuss benefits such as social security and insurance with client
PERFORMANCE STANDARD	Discussing benefits such as social security and insurance with client will result in a clear understanding between self and client, will establish a good reputation and will result in increased business.
STEPS	1. Explain practice concerning benefits. 2. Discuss advantages of paid benefits. 3. Discuss portion of charge which pays for benefits.
KNOWLEDGE	Determine benefits needed. Calculate cost of benefits. Calculate amount to add to fee to cover cost of benefits. Communicate rationale.
ATTITUDES	Utilize available information. Recognize and analyze potential problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard self by communicating information concerning benefits. Safeguard self by putting information in printed form.
EQUIPMENT AND MATERIALS	File cards Files Calculator Print material
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS STATE GOALS FOR LEARNING

Mathematics:

- Goal 1-H: Application of computational and problem-solving skills to common life situations with or without calculators.

Language Arts:

- Goal 1-A: Recognition, recall, and summarization of material read.
- Goal 2-A: Meaning of spoken messages.
- Goal 4-A: Clear and expressive speaking.

Social Sciences:

- Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Discuss responsibility for damage with client
PERFORMANCE STANDARD	Discussing responsibility for damage with client establishes communication and will result in clear understanding between self and client.
STEPS	1. Explain practice concerning damage. 2. Provide written policy.
KNOWLEDGE	Determine policy concerning damage. Communicate rationale.
ATTITUDES	Recognize and analyze potential problems. Recognize the need for a policy concerning damage. In addition, refer to Employability Skills List.
SAFETY	Safeguard self by communicating information concerning benefits. Safeguard self by putting information in printed form.
EQUIPMENT AND MATERIALS	File cards Files Calculator Printed material
SOURCE OF ANALYSIS	Summary of available resources.
ILLINOIS STATE GOALS FOR LEARNING	Mathematics: Goal 1-H: Application of computational and problem-solving skills to common life situations with or without calculators. Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking.

ILLINOIS
STATE GOALS
FOR
LEARNING
(Cont)

Social Sciences:

Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Develop written agreement with client
PERFORMANCE STANDARD	Developing a written agreement with client establishes a clear understanding between self and client.
STEPS	1. Study other written agreements. 2. Establish a written agreement form. 3. Ask attorney to study agreement form 4. Provide approved written agreement form to client. 5. Discuss agreement with client. 6. Fill out agreement form with client. 7. Sign agreement form. 8. Ask client to sign form. 9. Duplicate form. 10. Provide copy of written agreement to client.
KNOWLEDGE	Determine information to be contained in agreement. Describe need for written agreement. Appraise results of written agreements.
ATTITUDES	Recognize and analyze potential problems. Recognize the need for a written agreement. Exhibit courteous manner in dealing with clients. In addition, refer to Employability Skills List.
SAFETY	Safeguard self by establishing written agreement.
EQUIPMENT AND MATERIALS	Agreement forms
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking. Social Sciences: Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Develop release forms for household valuables
PERFORMANCE STANDARD	Developing a release form for household valuables establishes a clear understanding between self and client.
STEPS	1. Study other release forms for household valuables. 2. Establish a release form for household valuables. 3. Ask attorney to study release form 4. Provide approved release form to client. 5. Discuss release form with client. 6. Fill out release form with client. 7. Sign release form. 8. Ask client to sign release form. 9. Duplicate release form. 10. Provide copy of signed release form to client.
KNOWLEDGE	Determine information to be contained in release form. Describe need for release form. Appraise results of release form.
ATTITUDES	Recognize and analyze potential problems. Recognize the need for a release form. Exhibit courteous manner in dealing with clients. In addition, refer to Employability Skills List.
SAFETY	Safeguard self by establishing release form.
EQUIPMENT AND MATERIALS	Release forms
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS STATE GOALS FOR LEARNING

Language Arts:
- Goal 1-A: Recognition, recall, and summarization of material read.
- Goal 2-A: Meaning of spoken messages.
- Goal 4-A: Clear and expressive speaking.

Social Sciences:
- Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Recommend alternative services
PERFORMANCE STANDARD	Recommending alternative services in the event that you cannot serve client establishes good public relations with clients and with other home management service providers.
STEPS	1. Study other home management services. 2. Create a file of home management service providers. 3. Create a file of home service specialists. 4. Study file when unable to provide requested service. 5. Supply names of other home management service providers.
KNOWLEDGE	Determine need for a file of home management service providers. Appraise results of recommending alternative services.
ATTITUDES	Recognize and analyze potential problems. Exhibit courteous manner in dealing with clients. In addition, refer to Employability Skills List.
SAFETY	Safeguard self by establishing a file of home management service providers to use as referrals.
EQUIPMENT AND MATERIALS	Directory of home management service providers File cards File
SOURCE OF ANALYSIS	Summary of available resources.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking.

ILLINOIS
STATE GOALS
FOR
LEARNING
(Cont)

Social Sciences:

Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Develop weekly schedules
PERFORMANCE STANDARD	Developing weekly schedules will facilitate work, will allow client to know when to expect you and will result in satisfied clients.
STEPS	1. Study list of clients to be serviced. 2. List services to be performed for each client. 3. Determine length of time required for each client. 4. Schedule work for each day.
KNOWLEDGE	Determine length of time required to perform each service. Describe the need for a weekly schedule. Appraise results of weekly schedule.
ATTITUDES	Recognize and analyze potential problems. Recognize the need for a weekly schedule. Exhibit courteous manner in dealing with clients. In addition, refer to Employability Skills List.
SAFETY	Safeguard self by establishing weekly schedule.
EQUIPMENT AND MATERIALS	File of clients Weekly work schedule Daily work plan File of task timetables
SOURCE OF ANALYSIS	Summary of available resources.
ILLINOIS STATE GOALS FOR LEARNING	Language Arts: Goal 1-A: Recognition, recall, and summarization of material read. Goal 2-A: Meaning of spoken messages. Goal 4-A: Clear and expressive speaking.

ILLINOIS
STATE GOALS
FOR
LEARNING
(Cont)

Social Sciences:

Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Develop personal standards regarding acceptance of tips, gifts and discards
PERFORMANCE STANDARD	Developing personal standards regarding acceptance of tips, gifts and discards will allow client to know what is acceptable and will result in satisfied clients.
STEPS	1. Discuss practice of receiving tips, gifts and discards with currently practicing domestic housekeepers. 2. Review own feelings concerning tips, gifts and discards. 3. Establish standards.
KNOWLEDGE	Identify matters which may be of legal importance. Formulate standard to be followed.
ATTITUDES	Utilize information available from other domestic housekeepers. Recognize and analyze potential problems. In addition, refer to Employability Skills List.
SAFETY	Safeguard client by establishing standards concerning accepting tips, gifts and discards. Safeguard self by establishing standards concerning accepting tips, gifts and discards.
EQUIPMENT AND MATERIALS	List of domestic housekeepers
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS STATE GOALS FOR LEARNING

Language Arts:
- Goal 2-A: Meaning of spoken messages.
- Goal 4-A: Clear and expressive speaking.

Social Sciences:
- Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

TASK ANALYSIS

OCCUPATION	Cleaner/Domestic Housekeeper
DUTY AREA	Managing Business Matters
TASK	Establish and follow client termination procedures
PERFORMANCE STANDARD	Establishing and following client termination procedures establishes a clear understanding between self and client.
STEPS	1. Study other termination procedures. 2. Establish a termination form. 3. Ask attorney to study termination form 4. Provide written termination form to client. 5. Discuss termination with client. 6. Sign termination form. 7. Duplicate form. 8. Provide copy of written termination form to client.
KNOWLEDGE	Determine information to be contained in termination form. Describe need for written termination form. Appraise results of written termination form.
ATTITUDES	Recognize and analyze potential problems. Recognize the need for a written termination form. Exhibit courteous manner in dealing with clients. In addition, refer to Employability Skills List.
SAFETY	Safeguard self by establishing written termination form.
EQUIPMENT AND MATERIALS	Termination forms
SOURCE OF ANALYSIS	Summary of available resources.

ILLINOIS
STATE GOALS
FOR
LEARNING

Language Arts:
- Goal 1-A: Recognition, recall, and summarization of material read.
- Goal 4-A: Clear and expressive speaking.

Social Sciences:
- Goal 5-D: Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

IL88CD04 019110

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

1988

CLUSTER MATRICES

FOR

HOME ECONOMICS OCCUPATIONS

BEST COPY AVAILABLE

ICBVE

"KEY TO EFFECTIVE LEARNING"

Illinois Competency Based Vocational
Education Project
Housed At: Lake County Area
Vocational Center
19525 West Washington Street
Grayslake, IL 60030-1194
(312) 223-6681 or 620-8770

Cluster Matrices Developed by CBVE Home Economics Occupations Consultant	Virginia Below
CBVE Project Director	Urban T. Oen, Ph.D.

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS
1988

OCCUPATION OF HOMEMAKING CLUSTER

Homemaker
*Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

NOTE:

The duties and tasks found in these matrices form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS-10-130).

OCCUPATION OF HOMEMAKING CLUSTER MATRIX

HMR = Homemaker

I. FOODS AND NUTRITION

PROMOTING FOOD SERVICE AND PREPARATION MANAGEMENT USING THE DECISION-MAKING PROCESS

		HMR
605A001	Obtain food from available resources	X
605A002	Select, purchase, organize and use food references to reflect the management process	X
605A003	Plan, purchase and prepare food to reflect nutritional value, cost effectiveness, aesthetics, ecology and time management	X
605A004	Obtain maximum results in food preparation by using principles of food service	X
605A005	Accommodate family needs and life styles by choosing preparation techniques, table service, appointments and storage plan	X
605A006	Evaluate goals and decision-making skills as they relate to culinary management	X

MEETING BASIC NEEDS BY APPLYING NUTRITION CONCEPTS

		HMR
605B001	Compute basic nutrition needs for human health in various stages of the family life cycle	X
605B002	Prepare and use a plan to meet nutritional needs of family members	X
605B003	Select and use reliable sources of nutrition and related consumer information to supplement knowledge	X
605B004	Evaluate nutrition and related consumer information	X

MEETING HEALTH AND SAFETY NEEDS IN PLANNING, PREPARING AND SERVING FOOD

		HMR
605C001	Identify potential sources of kitchen accidents	X
605C002	Practice use of and care for electrical and non-electrical equipment	X
605C003	Arrange kitchen for efficiency, safety and cleanliness	X
605C004	Provide for preventative health needs and practices	X
605C005	Provide for treatment of health, accident and sanitation problems	X
605C006	Analyze reasons for personal hygiene and sanitation in the home	X
605C007	Prepare and store food in the home to preserve its safety and consumability	X
605C008	Apply safety guidelines for preventing accidents in the food preparation/serving area	X

MAXIMIZING RESOURCES WHEN PLANNING/PREPARING/SERVING FOOD

		HMR
605D001	Serve and preserve food using available resources	X
605D002	Compute and compare costs in terms of time, money, natural resources, quality and satisfaction when using convenience foods	X

		HMR
605D003	Conserve human and non-human resources in food preparation and clean-up	X
605D004	Select and care for equipment to maximize efficient use of time, energy, safety and to obtain desired results	X

PROMOTING HOSPITALITY IN FOOD PRACTICES

		HMR
605E001	Demonstrate table etiquette relevant to today's life styles	X
605E002	Identify major influences regarding eating patterns	X
605E003	Identify the relationships between manners and group acceptance	X
605E004	Compare appropriate behavior in various social situations	X
605E005	Involve family members in meal planning, preparation, service and clean-up	X

ANALYZING INDIVIDUAL AND FAMILY NUTRITIONAL NEEDS IN RELATION TO CHANGE

		HMR
605F001	Identify technological changes in the food industry	X
605F002	Identify career opportunities available in food service	X
605F003	Analyze the relationship between career mobility and food habits	X
605F004	Modify food choices and habits applicable to the different stages of life cycles	X
605F005	Analyze the transfer of skills from the home to the workplace	X
605F006	Identify changing trends in foods and nutrition	X

II. CLOTHING AND TEXTILES

SELECTING CLOTHING AND TEXTILE PRODUCTS USING GOAL-MAKING SKILLS

		HMR
605G001	Analyze existing wardrobe and textile products	X
605G002	Identify clothing and textile products wants and needs	X
605G003	Identify available personal/physical resources	X
605G004	Determine clothing and textile products to be acquired	X
605G005	Select clothing and textile products	X
605G006	Evaluate the worth of clothing and textile products acquired	X

MEETING SOCIAL, PHYSICAL, PSYCHOLOGICAL AND ECONOMIC NEED IN EVALUATING, SELECTING AND CARING FOR CLOTHING AND TEXTILES

		HMR
605H001	Identify social and psychological meaning of clothing and textiles	X
605H002	Identify local sources of clothing and textiles	X
605H003	Identify and use labeling information	X
605H004	Select accessories that enhance wardrobe	X

		HMR
605H005	Provide storage for clothing and other textiles	X
605H006	Select appropriate cleaning method for clothing and textiles	X
605H007	Evaluate clothing and textile purchases	X

APPRAISING CLOTHING/TEXTILE PRODUCTS WHICH CONTRIBUTE TO HEALTH, SAFETY AND COMFORT

		HMR
605I001	Identify clothing and textile properties	X
605I002	Identify safety standards in clothing and textile products	X
605I003	Select clothing and textiles with properties for specific use and comfort	X
605I004	Evaluate selected clothing and textile products	X

MAXIMIZING RESOURCES IN SELECTING, CONSTRUCTING, ALTERING, REPAIRING AND REMODELING CLOTHING/TEXTILE PRODUCTS

		HMR
605J001	Identify clothing/textile problem	X
605J002	Select appropriate supplies for task	X
605J003	Operate and maintain equipment	X
605J004	Select pattern and fabric using established guidelines	X
605J005	Perform construction techniques to produce desired products	X
605J006	Perform simple clothing and textiles repairs/ alterations	X
605J007	Evaluate selection, construction or alteration as to general appearance and use of available resources	X

COMMUNICATING INTENDED CLOTHING IMAGE TO OTHERS

		HMR
605K001	Identify how clothing can influence self/others	X
605K002	Distinguish difference between fad and trend	X
605K003	Choose clothing/textiles to create desired image	X
605K004	Evaluate clothing/textiles products as to desired message conveyed	X

APPRAISING DECISIONS NECESSARY FOR CLOTHING AND TEXTILE NEEDS

		HMR
605L001	Identify clothing/textile fashion trends	X
605L002	Evaluate changing family/individual activities, wants and needs which impact on choices	X
605L003	Identify various clothing/textile products required for careers	X
605L004	Adapt clothing/textile styles and items to meet changing needs	X
605L005	Evaluate clothing/textile skills transferable to the workplace	X
605L006	Identify the impact of new technology on clothing/ textile production	X
605L007	Identify application of new technology to clothing/ textile production	X

OCCUPATION OF HOMEMAKING CLUSTER MATRIX

III. CHILD DEVELOPMENT

MANAGING AND ORGANIZING CHILD DEVELOPMENT BY APPLYING DECISION AND GOAL-SETTING SKILLS

		HMR
605M001	Identify factors to consider in raising children	X
605M002	Identify characteristics necessary for caring for children	X
605M003	Identify alternatives available for child care	X
605M004	Compare alternative decisions concerning children	X

PROMOTING CHILD DEVELOPMENT BY APPLYING PHYSICAL, SOCIAL, INTELLECTUAL AND EMOTIONAL PRINCIPLES

		HMR
605N001	Identify health practices and factors for children	X
605N002	Identify major developmental characteristics of children	X
605N003	Identify the sequential steps of development	X
605N004	Select equipment, materials and experiences which foster development	X
605N005	Respond to and interact with children in ways that are supportive and encourage development	X
605N006	Promote responsibility in children	X
605N007	Set standards and guidelines which promote decision making	X
605N008	Apply effective discipline	X
605N009	Evaluate the development and progress of children	X
605N010	Select clothing to meet basic needs of children	X
605N011	Identify resources to meet the needs of handicapped children	X

PRACTICING HEALTH AND SAFETY STANDARDS FOR CHILDREN

		HMR
605O001	Identify health/safety care practices	X
605O002	Identify ways to "childproof" a home	X
605O003	Determine health/safety standards for children	X
605O004	Set limits and expectations according to a child's age and capabilities	X
605O005	Evaluate health/safety standards for children	X
605O006	Select appropriate prenatal and postnatal care	X
605O007	Determine nutritional requirements of children	X
605O008	Identify methods or strategies to prevent child abuse	X

PROVIDING EXPERIENCES WHICH ENCOURAGE CHILDREN TO MAXIMIZE RESOURCES

		HMR
605P001	Identify conservation principles to children	X
605P002	Identify use and misuse of resources	X
605P003	Determine how available resources affect wants and needs	X
605P004	Provide experiences for children to apply conservation principles	X
605P005	Evaluate decisions which maximize resources for children	X

ENCOURAGING HUMAN RELATIONS SKILLS IN CHILDREN

		HMR
605Q001	Identify emotional, social influences of a child upon each household member	X
605Q002	Identify effective ways to communicate with children	X
605Q003	Teach children to respect and understand needs, wants and emotions of others	X
605Q004	Model acceptable social and emotional behavior	X
605Q005	Evaluate children's social and emotional relationships with others	X

EVALUATING FAMILY AND CAREER CHANGES IN RELATION TO IMPACT ON CHILDREN

		HMR
605R001	Identify crises and changes which affect family members	X
605R002	Identify ways of easing the transition of family and career changes	X
605R003	Identify child development skills that are transferable to the workplace	X
605R004	Determine and select alternative methods for meeting the needs of children	X
605R005	Analyze the effects of planned and unplanned changes on children	X
605R006	Identify child care skills needed for careers in caring for children	X

IV. RESOURCE MANAGEMENT

UTILIZING RESOURCES AND CONSUMER INFORMATION BY APPLYING GOAL-SETTING AND DECISION-MAKING SKILLS

		HMR
605S001	Identify personal values, goals and standards	X
605S002	Develop a plan to obtain consumer choices	X
605S003	Do comparative shopping	X
605S004	Evaluate degree of satisfaction met through consumer choices	X
605S005	Identify the process for recording/reporting state/federal tax information	X

EVALUATING USE OF RESOURCES TO MEET SOCIAL, PHYSICAL AND PSYCHOLOGICAL NEEDS

		HMR
605T001	Establish priorities of needs and wants in relation to individual and family values, goals and resources available	X
605T002	Prioritize expenditure possibilities	X
605T003	Evaluate personal and family consumer choices	X
605T004	Select resources to meet basic needs	X
605T005	Evaluate the value of consumer choices in meeting basic needs	X
605T006	Determine financial security needs and methods for meeting those needs	X

MAINTAINING HEALTH STANDARDS BY APPLYING SAFETY INFORMATION

		HMR
605U001	Identify product safety information	X
605U002	Set health standards	X
605U003	Follow practices that reduce illnesses and accidents	X
605U004	Evaluate health and safety information presented to consumers	X

APPLYING CONSUMER RIGHTS AND RESPONSIBILITIES IN THE MARKETPLACE

		HMR
605V001	Identify consumer rights and responsibilities	X
605V002	Identify consumer laws, agencies and their services	X
605V003	Identify fraudlent and deceptive selling practices	X
605V004	Identify sources of consumer information about products and services	X
605V005	Determine use of consumer rights and responsibilities	X
605V006	Identify the components of the mixed free enterprise system	X
605V007	Analyze the interactive role of consumers with agriculture, business, labor unions and government	X

ACCOMPLISHING MUTUAL GOALS BY UTILIZING HUMAN RESOURCES

		HMR
605W001	Identify human resources available to family/ individuals	X
605W002	Identify how one human resource can be used in place of another	X
605W003	Communicate mutual goals	X
605W004	Evaluate goal accomplishment as to the impact on human interaction	X
605W005	Plan and evaluate use of time when working with others	X
605W006	Use technology to maximize human resources	X

ANALYZING RESOURCE/CONSUMER MANAGEMENT SKILLS NECESSARY FOR PRESENT AND FUTURE DECISIONS

		HMR
605X001	Identify needs and resources that change throughout the life cycle	X
605X002	Evaluate costs and rewards of different employment patterns	X
605X003	Adapt priorities to changing situations and various stages of the life cycle	X
605X004	Identify resource management and consumer education skills that are transferable from the home to the workplace	X

V. PARENTING

MANAGING AND ORGANIZING PARENTING BY APPLYING DECISION AND GOAL-SETTING SKILLS

		HMR
605Y001	Identify factors to consider in having children	X
605Y002	Identify factors to consider in raising children	X
605Y003	Identify characteristics necessary for parenting	X

		HMR
605Y004	Compare alternative decisions concerning becoming a parent	X
605Y005	Identify decisions in preparation for parenthood	X
605Y006	Compare family planning alternatives	X

APPLYING THE BASIC PRINCIPLES OF THE PARENTING PROCESS

		HMR
605Z001	Identify major developmental characteristics of children and adolescents	X
605Z002	Select equipment, materials and experiences which foster development and independence	X
605Z003	Respond to and interact with children in ways that are supportive and encourage development and independence	X
605Z004	Promote responsibility in children and adolescents	X
605Z005	Set standards and guidelines which promote decision making	X
605Z006	Apply effective discipline with children and adolescents	X
605Z007	Evaluate the development and progress of children and adolescents	X
605Z008	Identify prenatal and postnatal needs of mother and child as it relates to future growth and development	X

PRACTICING HEALTH AND SAFETY STANDARDS AS RELATED TO PARENTING

		HMR
605AA001	Identify health/safety care practices	X
605AA002	Promote health/safety standards for children/adolescents	X
605AA003	Identify supportive community and social services agencies	X
605AA004	Select appropriate prenatal care	X
605AA005	Identify childbirth options	X
605AA006	Manage environment so as to promote health and safety for children/adolescents	X

PROVIDING EXPERIENCES WHICH ENCOURAGE PARENTS AND CHILDREN TO MAXIMIZE RESOURCES

		HMR
605AB001	Promote appropriate use of resources with children/adolescents	X
605AB002	Determine how available resources affect wants and needs	X
605AB003	Evaluate decisions which maximize resources for children/adolescents	X
605AB004	Assist children/adolescents in identifying an individual's resources	X
605AB005	Identify agencies available for child care	X

ENCOURAGING HUMAN RELATIONS SKILLS IN CHILDREN/ADOLESCENTS

		HMR
605AC001	Identify emotional, social influences of interaction with family members and others	X
605AC002	Promote effective communication skills	X
605AC003	Encourage respect and understanding of the needs and wants of family members and others	X

EVALUATING IMPACT ON PARENTING OF FAMILY AND CAREER CHANGES

		HMR
605AD001	Identify crises and changes which affect family members	X
605AD002	Identify ways of easing the transition of family and career changes	X
605AD003	Identify parenting skills that are transferable to the marketplace	X
605AD004	Identify how changes in technology may affect the family	X
605AD005	Determine and select supportive services for parenting	X
605AD006	Analyze the effects of planned and unplanned change on parenting	X
605AD007	Foster the acceptance and promotion of growth toward child's independence as it relates to change and stress in the family unit	X
605AD008	Identify appropriate methods of dealing with stress so as to prevent child abuse	X
605AD009	Identify decision-making, transition and coping skills needed to function effectively as a parent during the changes occuring at various life stages	X

VI. LIVING ENVIRONMENTS

LOCATING AND MANAGING HOUSING USING GOAL-SETTING AND DECISION-MAKING SKILLS

		HMR
605AE001	Identify factors important in obtaining and managing housing	X
605AE002	Determine type of housing/management schedule best suited to individual/family	X
605AE003	Acquire housing	X
605AE004	Manage household activities	X
605AE005	Evaluate results of housing/management schedule choices	X

EVALUATING LIVING SPACE TO MEET BASIC NEEDS

		HMR
605AF001	Identify personal space and activity needs in selecting or planning a home	X
605AF002	Identify services of community agencies that assist with housing needs and concerns	X
605AF003	Organize/create living spaces to maximize use of space and appearance	X
605AF004	Evaluate results of created living spaces on satisfying basic needs	X

CREATING AND MAINTAINING LIVING ENVIRONMENTS, ENSURING HEALTH AND SAFETY

		HMR
605AG001	Identify non-safe/potentially hazardous areas in the living environment	X
605AG002	Eliminate safety hazards	X
605AG003	Arrange/change furnishings to create a safe and healthy living environment	X
605AG004	Evaluate measures taken to ensure health and safety	X

SELECTING APPROPRIATE RESOURCES IN CREATING LIVING ENVIRONMENTS

		HMR
605AH001	Identify community agencies that provide conservation information	X
605AH002	Make or have made home improvements that will conserve energy	X
605AH003	Use utilities and household maintenance techniques conservatively	X
605AH004	Read, interpret and use energy information on labels	X
605AH005	Appraise effects of maximizing resources within the living environment	X
605AH006	Identify the impact of technology that will maximize use of appropriate resources in creating the living environment	X

DETERMINING THE IMPACT OF THE INDIVIDUAL AND/OR GROUP ON LIVING ENVIRONMENT

		HMR
605AI001	Identify a variety of living environments	X
605AI002	Identify types of individual/group caused pollution	X
605AI003	Identify causes of pollution in environments	X
605AI004	Work to enhance environment	X
605AI005	Identify and compare effects of individual/group efforts to enhance environment	X

APPLYING HOUSING AND HOME MANAGEMENT CHOICES RELATING TO CHANGING FAMILY/INDIVIDUAL AND CAREER PATTERNS

		HMR
605AJ001	Identify possible family and career changes that impact on the family	X
605AJ002	Make housing decisions based on housing needs that may arise at different stages of the family life cycle	X
605AJ003	Prioritize home furnishings needs/wants and acquire furnishings accordingly	X
605AJ004	Evaluate effectiveness of housing/home furnishings decisions	X
605AJ005	Identify housing and home furnishings skills that are transferable from the home to the workplace	X

VII. ADULT LIVING

DEVELOPING SHORT- AND LONG-RANGE PLANS, DEMONSTRATING GOAL-SETTING AND DECISION-MAKING SKILLS

		HMR
605AK001	Identify managing and organizing factors that contribute to individual growth and development	X
605AK002	Identify personal strengths and weaknesses	X
605AK003	Develop a plan to obtain desired life style	X
605AK004	Build positive relationship with others	X
605AK005	Evaluate degree of personal responsibility accepted for individual growth and development	X

OCCUPATION OF HOMEMAKING CLUSTER MATRIX

EVALUATING AND ADAPTING BASIC NEEDS TO ASSUME ROLES AND RESPONSIBILITIES

		HMR
605AL001	Identify basic human needs	X
605AL002	Describe role, responsibility and expectations of life cycle	X
605AL003	Analyze the impact of individual needs on the family	X
605AL004	Plan to improve self-fulfillment	X

RECOGNIZING AND FOLLOWING HEALTH PRACTICES THAT ASSIST IN COPING

		HMR
605AM001	Identify and use community resources to help in family/individual crises	X
605AM002	Prepare individuals and families to cope with pressures and crises	X
605AM003	Maintain physical health and appearance	X
605AM004	Use practices that reduce personal stress in individuals	X
605AM005	Evaluate the worth of health and safety services	X
605AM006	Prepare individuals and families to cope with the impact of new technology	X

SELECTING AND USING RESOURCES TO ENHANCE INDIVIDUAL GROWTH AND DEVELOPMENT

		HMR
605AN001	Identify community resources available to help individuals and families during all life stages	X
605AN002	Use available resources to achieve personal goals	X
605AN003	Analyze community resources available to individuals and families	X

DEVELOPING EFFECTIVE RELATIONSHIPS TO PROMOTE COMMUNICATION WITH OTHERS

		HMR
605AO001	Identify listening and feedback skills needed for communication	X
605AO002	Use negotiation, compromise, accommodation and concession when needed	X
605AO003	Evaluate interaction skills for positive relationships with others	X

EVALUATING FAMILY AND CAREER CHANGES AS TO THE IMPACT ON INDIVIDUALS

		HMR
605AP001	Identify career changes that may cause conflict within the family	X
605AP002	Select coping skills that a family/individual may use to reduce stress	X
605AP003	Identify human relations skills that can transfer to the workplace	X
605AP004	Communicate clearly about role expectations	X
605AP005	Analyze impact of change over time on family/individual stability and career satisfaction	X

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS
1988

CHILD AND DAY CARE SERVICES CLUSTER

Child Care Worker/Instructor
Preschool Teacher
Child Care Manager/Administrator
Child Care Attendant/Aide
Elder Care Aide/Adult Day Care Worker
Teacher Aide/Educational Assistant
Infant and Toddler Care Worker
Child Care Provider – Family Day Care Home
*Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

NOTE:

The duties and tasks found in these matrices form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS-10-130).

CHILD AND DAY CARE SERVICES CLUSTER MATRIX

CW = Child Care Worker/Instructor
PT = Preschool Teacher
CC = Child Care Manager/Administrator
CA = Child Care Attendant/Aide
AD = Elder Care Aide/Adult Day Care Worker
TA = Teacher Aide/Educational Assistant
IT = Infant and Toddler Care Worker
DCH = Child Care Provider--Family Day Care Home

PERFORMING ADMINISTRATIVE DUTIES

		CW	PT	CC	CA	AD	TA	IT	DCH
610A001	Plan child care program			X					
610A002	Evaluate child care programs			X					
610A003	Set up recordkeeping system	X	X	X		X		X	X
610A004	Administer insurance program			X		X		X	X
610A005	Establish operating policies			X		X		X	X
610A006	Set up budget			X		X		X	X
610A007	Pay bills			X					X
610A008	Collect and record fees	X	X	X		X		X	X
610A009	Write job descriptions for child care workers			X					
610A010	Establish and carry out personnel policies			X		X		X	X
610A011	Interview prospective employees			X		X		X	
610A012	Maintain up-to-date personnel files			X		X		X	
610A013	Schedule staff responsibilities			X		X		X	
610A014	Plan staff development activities			X		X		X	
610A015	Conduct staff orientation and training sessions			X		X		X	
610A016	Evaluate and supervise teaching staff			X					
610A017	Coordinate activities with other staff members	X	X	X	X	X	X	X	
610A018	Develop policy handbook			X		X		X	
610A019	Develop personnel handbook			X		X		X	
610A020	Interview prospective clients			X		X		X	X
610A021	Interpret functions of center to community	X	X	X		X		X	
610A022	Conduct parent conferences	X	X	X				X	
610A023	Inventory equipment and supplies	X	X	X	X	X	X	X	X
610A024	Purchase equipment and supplies			X		X			X
610A025	Requisition equipment and supplies	X	X	X	X	X	X	X	
610A026	Determine licensing standards for caregivers			X		X			
610A027	Maintain up-to-date information on development of infants, toddlers, preschoolers and school-age children to age 12	X	X	X	X		X	X	X
610A028	Interpret social history and family background to staff			X		X		X	
610A029	Establish natural disaster safety procedure			X		X		X	X
610A030	Refer parent questions to appropriate resources	X	X	X				X	X
610A031	Refer child to agencies			X				X	
610A032	Supervise case aides working with parents			X					
610A033	Plan adult day-care programs					X			
610A034	Evaluate adult day-care programs					X			
610A035	Conduct client family conferences					X			
610A036	Maintain compliance with state regulations for adult day-care facilities					X			
610A037	Maintain up-to-date information on adult health problems					X			
610A038	Refer family questions to appropriate resources					X			
610A039	Refer client to agencies as needed					X			
610A040	Supervise case aides working with client's family					X			

CHILD AND DAY CARE SERVICES CLUSTER MATRIX

		CW	PT	CC	CA	AD	TA	IT	DCH
610A041	Comply with Department of Children and Family Services licensing regulations	X	X	X	X			X	X
610A042	Comply with city and state fire marshal regulations			X		X		X	X
610A043	Comply with funding agency regulations			X		X		X	X
610A044	Comply with public health agency regulations			X		X		X	X
610A045	Comply with local government regulations			X		X		X	X
610A046	Prepare USDA food records			X		X		X	X
610A047	Log daily infant/toddler stimulation activities							X	
610A048	Establish and follow standards of child/parent confidentiality and privacy	X	X	X	X		X	X	X
610A049	Establish and follow standards of client/family confidentiality and privacy					X			
610A050	Assess community child care needs								X
610A051	Inform parents of policies and procedures								X
610A052	Comply with local zoning ordinance								X
610A053	Maintain resource file								X
610A054	Participate in community activities								X
610A055	Establish a philosophy								X
610A056	Establish a schedule including vacations and holidays								X
610A057	Determine discharge policies								X
610A058	Write contract for care of children								X
610A059	Advertise family day care home								X
610A060	Train substitute care giver								X
610A061	Identify community/consumer resources								X
610A062	Use community/consumer resources								X

PERFORMING SECRETARIAL/CLERICAL ACTIVITIES

		CW	PT	CC	CA	AD	TA	IT	DCH
610B001	Order supplies, materials and equipment	X	X	X					X
610B002	Receive and sign for deliveries	X	X	X	X	X	X	X	
610B003	Type reports and correspondence			X	X		X	X	
610B004	Maintain child's complete records	X	X	X				X	X
610B005	Maintain client's complete records					X			
610B006	Greet guests	X	X	X	X	X		X	
610B007	Greet children	X	X	X	X		X	X	X
610B008	Greet clients					X			
610B009	Record and deliver messages	X	X		X	X	X	X	
610B010	Distribute accurate information on school or center related activities and policies	X	X	X	X	X	X	X	X
610B011	Grade papers						X		
610B012	Record grades						X		
610B013	Process incoming calls	X	X	X	X	X	X	X	X
610B014	Organize tax information								X

PERFORMING OPERATIONAL FUNCTIONS

		CW	PT	CC	CA	AD	TA	IT	DCH
610C001	Prepare teaching aids	X	X	X	X		X		
610C002	Perform daily health inspection	X	X	X	X	X		X	X
610C003	Orient child to center	X	X	X	X		X	X	X
610C004	Supervise child isolated due to illness or emotional upset	X	X	X	X		X	X	X
610C005	Supervise client isolated due to illness or emotional upset					X			
610C006	Supervise children brushing teeth	X		X	X				X

CHILD AND DAY CARE SERVICES CLUSTER MATRIX

	CW	PT	CC	CA	AD	TA	IT	DCH
610C007 Dress and undress children							X	
610C008 Supervise children in dressing and undressing	X	X		X		X		X
610C009 Supervise rest time	X	X	X	X	X	X	X	X
610C010 Supervise bathroom procedures	X	X		X	X	X		X
610C011 Supervise cleaning service			X					
610C012 Supervise maintenance staff			X					
610C013 Supervise care of pets and plants	X	X	X	X		X		X
610C014 Supervise children in cleaning cages, pens or containers for pets	X	X		X		X		X
610C015 Clean cages, pens or containers for pets	X	X		X		X		X
610C016 Clean tables, equipment and floors	X	X		X		X	X	X
610C017 Store supplies and equipment	X	X		X	X	X	X	X
610C018 Operate audio-visual equipment	X	X	X	X		X		
610C019 Operate laminating equipment	X	X	X	X		X		
610C020 Maintain furnishings and equipment	X	X	X	X	X	X	X	X
610C021 Change diapers	X			X			X	X
610C022 Toilet train children	X			X			X	X
610C023 Sanitize changing area							X	X
610C024 Sanitize toilets and potty chairs	X			X	X		X	X
610C025 Set up sleeping area	X			X	X		X	X
610C026 Design developmental activities for child							X	X
610C027 Straighten sleep area				X	X		X	X
610C028 Operate copy machine	X	X		X				
610C029 Collect laundry	X			X			X	X
610C030 Prepare laundry for pickup				X			X	
610C031 Wash and dry clothes				X			X	X
610C032 Store laundry				X			X	X
610C033 Prepare aids such as games and crafts					X			
610C034 Supervise clients in dressing and undressing					X			
610C035 Orient client to center					X			
610C036 Create environment of acceptance and support			X				X	
610C037 Create soft, warm, homelike environment			X				X	

PROVIDING GUIDANCE AND DIRECTING BEHAVIOR

	CW	PT	CC	CA	AD	TA	IT	DCH
610D001 Guide and direct behavior	X	X	X	X		X	X	X
610D002 Monitor behavior of children	X	X	X	X		X		X
610D003 Develop behavioral expectations by age level	X	X	X	X		X	X	X
610D004 Maintain up-to-date information on factors which influence behavior	X	X	X	X		X	X	X
610D005 Implement verbal and non-verbal guidance techniques	X	X	X	X		X	X	X

WORKING WITH PARENTS

	CW	PT	CC	CA	AD	TA	IT	DCH
610E001 Consult teacher on parents' problems						X		
610E002 Consult caseworker on parents' problems	X	X	X					
610E003 Orient parents to school/center and its programs	X	X	X			X	X	X
610E004 Confer with parents on child's development	X	X	X				X	X
610E005 Provide information to parents on child-rearing practices	X	X	X				X	
610E006 Conduct home visits	X	X	X				X	
610E007 Participate in parent workshops and meetings	X	X	X				X	
610E008 Write reports on contact with parents	X	X	X			X	X	
610E009 Inform parents of day-to-day activities	X	X	X					X

		CW	PT	CC	CA	AD	TA	IT	DCH
610E010	Provide daily information sharing			X				X	X
610E011	Observe indications of child abuse and neglect	X	X	X	X		X	X	X
610E012	Report child abuse	X	X	X	X		X	X	X
610E013	Contact parents in emergency	X	X	X			X	X	X
610E014	Provide opportunities for observation and participation	X	X	X				X	X

WORKING WITH CLIENT'S FAMILY

		CW	PT	CC	CA	AD	TA	IT	DCH
610F001	Orient family to center and its programs					X			
610F002	Confer with family on client's program					X			
610F003	Provide information to family on adult/elder day-care practices					X			
610F004	Conduct home visit					X			
610F005	Participate in family workshops and meetings					X			
610F006	Write report on contact with family					X			
610F007	Inform family of day-to-day activity					X			
610F008	Consult caseworker on family problem					X			
610F009	Observe indications of abuse and neglect					X			
610F010	Report client abuse					X			
610F011	Contact family in emergency					X			

SAFEGUARDING CHILD'S/CLIENT'S HEALTH

		CW	PT	CC	CA	AD	TA	IT	DCH
610G001	Analyze symptoms of common illness	X	X	X	X	X	X	X	X
610G002	Locate and correct safety hazards	X	X	X	X	X	X	X	X
610G003	Maintain clean and orderly environment	X	X	X	X	X	X	X	X
610G004	Conduct emergency drills	X	X	X		X		X	X
610G005	Implement emergency evacuation plan	X	X	X		X		X	X
610G006	Apply safety rules for children/clients	X	X	X	X	X	X	X	X
610G007	Apply hygiene standards according to regulations	X	X	X	X	X	X	X	X
610G008	Apply first aid	X	X	X	X	X	X	X	X
610G009	Maintain health standards required for employment	X	X	X	X	X	X	X	
610G010	Make accident, injury and illness reports	X	X	X	X	X	X	X	
610G011	Control communicable diseases	X	X	X	X	X	X	X	X
610G012	Take temperatures	X	X	X		X		X	X
610G013	Administer prescribed medications according to regulations	X		X		X		X	X
610G014	Prepare medication records	X		X		X		X	X
610G015	Empty garbage				X	X	X	X	X
610G016	Replenish sanitary supplies				X	X	X	X	X
610G017	Replenish first aid supplies				X	X	X	X	X
610G018	Select and use age-appropriate safety restraint when transporting child	X	X	X	X			X	X
610G019	Maintain current training in first aid/CPR								X

DEVELOPING ACTIVITIES AND PROGRAMS

		CW	PT	CC	CA	AD	TA	IT	DCH
610H001	Plan special activities for clients with special needs					X			
610H002	Plan activities to stimulate physical conditioning					X			
610H003	Plan goals for year's program	X	X	X		X	X	X	X
610H004	Plan monthly activities	X	X	X		X		X	X
610H005	Plan weekly activities	X	X	X		X		X	X
610H006	Plan daily activities	X	X	X		X		X	X

CHILD AND DAY CARE SERVICES CLUSTER MATRIX

		CW	PT	CC	CA	AD	TA	IT	DCH
610H007	Evaluate plans and change as needed	X	X	X		X		X	X
610H008	Plan special activities such as field trips	X	X	X		X			X
610H009	Plan special activities for children with special needs	X	X	X				X	X
610H010	Prepare bulletin board displays	X	X	X	X		X		
610H011	Arrange clearly defined learning areas	X	X	X	X		X		X
610H012	Arrange clearly defined activity areas			X	X			X	X
610H013	Select items to teach math concepts	X	X	X					
610H014	Select social and career awareness activities	X	X	X					
610H015	Select play activities for use in teaching concepts	X	X	X				X	X
610H016	Select creative play equipment		X	X				X	
610H017	Prepare items to teach math concepts				X		X		
610H018	Prepare items for social and career awareness activities				X		X		
610H019	Prepare materials for art activities				X		X		
610H020	Prepare materials for language activities				X		X		
610H021	Prepare materials for science activities				X		X		
610H022	Prepare materials for positive self-image activities				X		X		
610H023	Prepare materials for pre-reading and reading activities				X		X		
610H024	Design developmental activities for each child							X	
610H025	Plan special activities for children with special needs or problems							X	
610H026	Provide opportunities for self-initiated activities							X	X

PRESENTING ACTIVITIES AND PROGRAMS

		CW	PT	CC	CA	AD	TA	IT	DCH
610I001	Provide activities to stimulate a variety of skills	X	X	X		X		X	X
610I002	Assist client individually					X			
610I003	Assist clients with group activities					X			
610I004	Assist client with problem					X			
610I005	Record evaluative observation of client during physical activities					X			
610I006	Assist child individually	X	X	X	X		X		X
610I007	Assist children with group activities	X	X	X	X		X		X
610I008	Assist child with problem	X	X	X	X		X	X	X
610I009	Record evaluative observation of child at play	X	X	X				X	
610I010	Organize and guide gross motor activities	X	X	X				X	
610I011	Organize and guide art activities	X	X	X					
610I012	Plan and guide language activities	X	X	X				X	
610I013	Plan and guide activities to develop daily living skills	X	X	X					X
610I014	Plan and guide activities to develop positive self-image	X	X	X				X	X
610I015	Plan and guide manipulative development activities	X	X	X				X	
610I016	Plan and guide science activities	X	X	X					
610I017	Plan and guide pre-reading activities	X	X	X					
610I018	Plan and guide music activities	X	X	X					
610I019	Read or tell stories to children	X	X	X	X		X	X	X
610I020	Set up and guide movement activities	X	X	X				X	X
610I021	Plan and guide dramatic play activities	X	X	X					
610I022	Supervise routine cleanup by children	X	X	X	X		X	X	X
610I023	Guide homework activities of after-school client	X		X	X		X		X
610I024	Assist teacher with math activities				X		X		

CHILD AND DAY CARE SERVICES CLUSTER MATRIX

		CW	PT	CC	CA	AD	TA	IT	DCH
610I025	Assist teacher with social and career awareness activities				X		X		
610I026	Assist and supervise play activities used in teaching concepts				X		X		
610I027	Assist and supervise gross motor activities				X		X		
610I028	Assist teacher with art activities				X		X		
610I029	Assist teacher with language activities				X		X		
610I030	Assist teacher with activities to develop daily living skills				X		X		
610I031	Assist teacher with activities to develop positive self-image				X		X		
610I032	Assist teacher with activities to develop manipulation				X		X		
610I033	Assist teacher with science activities				X		X		
610I034	Assist teacher with pre-reading and reading activities				X		X		
610I035	Assist teacher with music activities				X		X		
610I036	Assist teacher with dramatic play activities				X		X		
610I037	Evaluate developmental activities for child							X	

PREPARING AND SERVING FOOD

		CW	PT	CC	CA	AD	TA	IT	DCH
610J001	Plan and serve nutritious and appetizing snacks and meals	X	X	X	X	X		X	X
610J002	Plan snacks and meals that allow self-feeding			X				X	X
610J003	Plan and serve nutritious snacks for after-school clients	X		X	X				
610J004	Order food and supplies			X		X		X	X
610J005	Check in food and supplies			X	X	X		X	
610J006	Store food and supplies				X	X		X	X
610J007	Keep running inventory of food and supplies			X	X	X		X	X
610J008	Assist children in preparing foods	X	X		X		X		X
610J009	Assist children/clients in getting ready for snacks and meals	X	X		X	X	X	X	X
610J010	Set up tables and high chairs				X	X		X	
610J011	Clean and sanitize kitchen and eating area				X	X		X	X
610J012	Wash dishes, glassware, silverware and utensils				X	X		X	X
610J013	Store dishes, glassware, silverware and utensils				X	X		X	X
610J014	Prepare food				X	X		X	X
610J015	Operate small kitchen appliances				X			X	
610J016	Operate dishwasher				X			X	
610J017	Supervise children in setting tables for meals and snacks	X	X		X		X		X
610J018	Bottle-feed infants							X	X
610J019	Spoon-feed infants							X	X

USING GROWTH AND DEVELOPMENT ACTIVITIES

		CW	PT	CC	CA	AD	TA	IT	DCH
610K001	Develop daily schedule for infants	X		X				X	X
610K002	Present activities to infants	X		X	X			X	X
610K003	Record infants' daily activities	X		X	X			X	X
610K004	Develop daily schedule for toddlers	X		X				X	X
610K005	Present activities to toddlers	X		X	X			X	X
610K006	Record toddlers' daily activities	X		X	X			X	X
610K007	Develop daily schedule for preschoolers	X		X					X

CHILD AND DAY CARE SERVICES CLUSTER MATRIX

	CW	PT	CC	CA	AD	TA	IT	DCH
610K008 Present activities to preschoolers	X		X	X				X
610K009 Record preschoolers' daily activities	X		X	X				X
610K010 Develop daily program for school-age clients	X		X					X
610K011 Present activities to school-age clients	X		X	X				X
610K012 Record school-age child's daily activities	X		X	X				X

DEVELOPING PERSONALLY

	CW	PT	CC	CA	AD	TA	IT	DCH
610L001 Develop strategy for time management	X	X	X	X	X	X	X	X
610L002 Maintain physical health	X	X	X	X	X	X	X	X
610L003 Maintain familiarity with personnel policies	X	X	X	X	X	X	X	X
610L004 Attend seminars and workshops	X	X	X	X	X	X	X	X
610L005 Develop strategy for managing stressful situations	X	X	X	X	X	X	X	X
610L006 Develop strategy for goal attainment	X	X	X	X	X	X	X	X
610L007 Participate in educational courses and programs								X
610L008 Participate in professional organizations								X
610L009 Read current publications								X
610L010 Participate in home day care educational planning								X

BALANCING FAMILY AND BUSINESS

	CW	PT	CC	CA	AD	TA	IT	DCH
610M001 Establish role transition techniques								X
610M002 Familiarize household members with business								X
610M003 Establish child's role in business								X
610M004 Identify personal limits								X
610M005 Respond to family needs								X

Education For Employment Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS
1988

CLOTHING AND APPAREL SERVICES CLUSTER

- Fashion Sales Clerk
- Fashion Store Manager
- Fashion Sales Manager, Retail
- Fashion Buyer – Retail And Wholesale
- Fashion Designer
- *Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

BEST COPY AVAILABLE

NOTE:

The duties and tasks found in these matrices form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS-10-130).

CLOTHING AND APPAREL SERVICES CLUSTER MATRIX

SC = Fashion Sales Clerk
STM = Fashion Store Manager
SM = Fashion Sales Manager, Retail
BR = Fashion Buyer - Retail and Wholesale
FD = Fashion Designer

SELLING MERCHANDISE

		SC	STM	SM	BR	FD
625A001	Greet customer	X	X	X		
625A002	Determine customer needs, wants and problems	X	X	X		
625A003	Locate merchandise for customer	X	X	X		
625A004	Show customer variety of styles	X	X	X		
625A005	Show customer benefits of garment	X	X	X		
625A006	Show customer signs of quality construction	X	X	X		
625A007	Provide information to customer on types of fabrics used in garment	X	X	X		
625A008	Provide information to customer on special finishes used on fabric	X	X	X		
625A009	Provide information to customer on any guarantees on clothing	X	X	X		
625A010	Provide information to customer on care of garment	X	X	X		
625A011	Locate and suggest accessory items or related products	X	X	X		
625A012	Locate and suggest alternative garment when desired garment is not available	X	X	X		
625A013	Suggest larger quantities of merchandise	X	X	X		
625A014	Inform customer of special promotions	X	X	X		
625A015	Close sale	X	X	X		
625A016	Stimulate repeat business	X	X	X		
625A017	Process telephone orders for merchandise	X	X	X		
625A018	Maintain current knowledge of fabrics, finishes and care	X	X	X		
625A019	Show customer fashionable ways to accessorize garments	X	X	X		
625A020	Mark garments for alteration	X	X	X		

PERFORMING SALES-RELATED ACTIVITIES

		SC	STM	SM	BR	FD
625B001	Prepare sales slip	X	X	X		
625B002	Process cash or check sales transaction	X	X	X		
625B003	Process debit card sales transaction	X	X	X		
625B004	Process bank credit card sales transaction	X	X	X		
625B005	Process store charge sales transaction	X	X	X		
625B006	Process installment credit sale	X	X	X		
625B007	Secure customer credit information	X	X	X		
625B008	Package customer's purchase	X	X	X		
625B009	Gift wrap merchandise	X				
625B010	Arrange delivery of merchandise	X	X	X		
625B011	Process exchange of merchandise	X	X	X		
625B012	Process cash refund for returned merchandise	X	X	X		
625B013	Process charge credit for returned merchandise	X	X	X		
625B014	Process lay away sales	X	X	X		
625B015	Process special order for merchandise	X	X	X		
625B016	Process coupon sales transaction	X	X	X		
625B017	Prepare gift certificate	X	X	X		
625B018	Process gift certificate sales transaction	X	X	X		
625B019	Process back order	X	X	X		
625B020	Respond to customer complaint	X	X	X		

CLOTHING AND APPAREL SERVICES CLUSTER MATRIX

		SC	STM	SM	BR	FD
625B021	Close out cash register	X	X	X		
625B022	Requisition supplies such as saleschecks and packaging supplies	X				
625B023	Change cash register tapes	X				
625B024	Measure customer	X				
625B025	Arrange for alterations	X		X		
625B026	Detect and report shoplifting	X	X	X		
625B027	Detect and report counterfeit currency	X	X	X		
625B028	Report employee pilferage	X				
625B029	Follow policy on employee pilferage		X	X		
625B030	Detect and report fraudulent credit card	X	X	X		
625B031	Detect and report fraudulent check	X	X	X		
625B032	Process store transfer		X	X		
625B033	Prepare bank deposit		X	X		
625B034	Maintain customer mailing list		X	X		
625B035	Process rain check sales transaction	X	X	X		

PERFORMING MERCHANDISING DUTIES

		SC	STM	SM	BR	FD
625C001	Process incoming merchandise	X	X	X		
625C002	Return damaged merchandise	X	X	X		
625C003	Prepare merchandise for stock or immediate store display	X	X	X		
625C004	Code and date stock	X	X	X		
625C005	Price merchandise	X				
625C006	Change price on merchandise	X	X			
625C007	Stock merchandise on shelves, counters, tables or racks	X				
625C008	Rotate merchandise	X				
625C009	Coordinate merchandise by size or color	X				
625C010	Clean shelves, counters, tables or racks	X				
625C011	Straighten merchandise on shelves, counters, tables or racks	X				
625C012	Record merchandise sold	X	X	X		
625C013	Supervise pricing of merchandise			X		
625C014	Supervise changing of prices on merchandise			X		
625C015	Supervise rotation of merchandise			X		
625C016	Supervise stocking of merchandise on shelves, counters, tables or racks			X		
625C017	Supervise cleaning of shelves, counters, tables or racks			X		
625C018	Supervise straightening of merchandise on shelves, counters, tables or racks			X		
625C019	Supervise coordination of merchandise by size or color			X		
625C020	Record merchandise sold using stock control forms		X	X		
625C021	Record merchandise sold using ticket stubs	X				
625C022	Take physical inventory of stock	X				
625C023	Supervise physical inventory of stock		X	X		
625C024	Select merchandise to be put on sale			X		
625C025	Face shelves	X				

PREPARING MERCHANDISE DISPLAYS

		SC	STM	SM	BR	FD
625D001	Prepare merchandise for display	X		X		
625D002	Dress mannequin	X		X		

		SC	STM	SM	BR	FD
625D003	Accessorize display merchandise	X		X		
625D004	Set up counter display	X		X		
625D005	Set up manufacturer's display	X		X		
625D006	Set up window display	X		X		
625D007	Set up interior display	X		X		
625D008	Set up end-of-aisle display	X		X		
625D009	Set up showcase display	X		X		
625D010	Clean and straighten display	X		X		
625D011	Dismantle display	X		X		
625D012	Prepare point-of-sale sign or banner	X		X		

FOLLOWING SAFETY PROCEDURES

		SC	STM	SM	BR	FD
625E001	Remove hazards from work area		X	X		
625E002	Report safety violations		X	X		
625E003	Administer emergency first aid techniques		X	X		
625E004	Complete accident reports and records		X	X		
625E005	Conduct safety drills		X	X		
625E006	Inspect for signs of rodents and insects		X	X		
625E007	Determine accident prevention techniques		X			

MANAGING A FASHION SERVICE ESTABLISHMENT

		SC	STM	SM	BR	FD
625F001	Enforce security policies			X		
625F002	Enforce procedures for handling theft			X		
625F003	Enforce cost-control procedures			X		
625F004	Conduct ongoing evaluation of effectiveness of operation			X		
625F005	Survey market for new products and equipment		X	X		
625F006	Coordinate established operational budget with store manager			X		
625F007	Open store or department	X	X			
625F008	Close store or department	X	X			
625F009	Determine security policies		X			
625F010	Determine procedures for handling theft		X			
625F011	Determine customer policies and procedures		X			
625F012	Determine cost-control procedures		X			
625F013	Determine personnel policies and procedures		X			
625F014	Monitor compliance with policies and procedures		X	X		
625F015	Evaluate effectiveness of operation		X			
625F016	Determine operating budget		X			

PERFORMING ADVERTISING DUTIES

		SC	STM	SM	BR	FD
625G001	Analyze competitor's market position		X	X		
625G002	Coordinate advertising schedule			X		
625G003	Verify availability of items advertised		X	X		
625G004	Proof ad		X	X		
625G005	Inform employees and customers of specials		X	X		
625G006	Evaluate advertising effectiveness		X	X		
625G007	Collect gifts for local charities			X		
625G008	Attend meetings of local business and service organizations		X	X		
625G009	Determine target market		X	X		
625G010	Determine objectives		X	X		

		SC	STM	SM	BR	FD
625G011	Determine content of advertising copy		X	X		
625G012	Write direct mail copy		X	X		

MANAGING PERSONNEL

		SC	STM	SM	BR	FD
625H001	Determine staff needs		X	X		
625H002	Recruit sales employees		X	X		
625H003	Interview prospective sales employees		X	X		
625H004	Monitor compliance with federal and state hiring laws		X	X		
625H005	Explain benefits to employees		X	X		
625H006	Analyze job tasks		X	X		
625H007	Enforce established standards for job performance		X	X		
625H008	Write job descriptions		X	X		
625H009	Complete employee evaluations		X	X		
625H010	Review evaluation with staff member		X	X		
625H011	Train sales staff on dealing with customers		X	X		
625H012	Train sales staff on management activities		X	X		
625H013	Train sales staff to handle clerical activities		X	X		
625H014	Schedule work hours for employees		X	X		
625H015	Conduct staff training sessions		X	X		
625H016	Review established policies and procedures with employees		X	X		
625H017	Conduct staff meetings		X	X		
625H018	Settle conflicts between employees		X	X		
625H019	Terminate employees		X	X		
625H020	Determine standards for job performance		X			
625H021	Set salary schedule		X			

DETERMINING MERCHANDISE NEEDS

		SC	STM	SM	BR	FD
625I001	Track sales trends		X	X	X	
625I002	Maintain current inventory		X	X	X	
625I003	Determine wants and needs of clients		X	X	X	
625I004	Visit supply houses to view merchandise			X	X	
625I005	Attend trade shows		X	X	X	
625I006	View merchandise from visiting salesperson			X	X	
625I007	Review merchandise available by mail			X	X	
625I008	Maintain current file of suppliers		X	X	X	
625I009	Determine budget for new purchases			X	X	

SELECTING INVENTORY

		SC	STM	SM	BR	FD
625J001	Confer with store manager			X	X	
625J002	Confer with buyer		X	X		
625J003	Review buyer's recommendations		X	X		
625J004	Maintain current knowledge of fabrics, finishes and care		X	X	X	
625J005	Select garments based on wants and needs of clients		X	X	X	
625J006	Select garments based on current trends of design and color		X	X	X	
625J007	Select garments for leisure wear		X	X	X	
625J008	Select garments for work		X	X	X	
625J009	Select garments for day wear		X	X	X	
625J010	Select garments for evening wear		X	X	X	
625J011	Select garments for night wear		X	X	X	

		SC	STM	SM	BR	FD
625J012	Select undergarments		X	X	X	
625J013	Select fabrics based on inventory needs		X	X	X	
625J014	Select accessory items		X	X	X	
625J015	Select notions		X	X	X	
625J016	Inspect garments for quality of construction		X	X	X	
625J017	Determine types of fabrics used		X	X	X	
625J018	Determine special finishes on garments		X	X	X	
625J019	Determine necessary care of garments		X	X	X	
625J020	Coordinate merchandise selected by color, size and use		X	X	X	
625J021	Inspect accessory items		X	X	X	
625J022	Study fashionable ways to accessorize garments		X	X	X	
625J023	Determine available guarantees		X	X	X	
625J024	Determine special promotionals		X	X	X	
625J025	Arrange payment of installment credit purchase		X	X	X	
625J026	Arrange order for merchandise by mail		X	X	X	
625J027	Arrange order for merchandise by phone		X	X	X	
625J028	Arrange transaction paid by check		X	X	X	
625J029	Arrange transaction paid by purchase order		X	X	X	
625J030	Arrange charge sales order		X	X	X	

SKETCHING

		SC	STM	SM	BR	FD
625K001	Draw the female fashion figure in specified views					X
625K002	Draw the male fashion figure in specified views					X
625K003	Draw children's fashion figures in specified views					X
625K004	Draw heads					X
625K005	Draw hands					X
625K006	Draw feet					X
625K007	Draw silhouettes					X
625K008	Draw necklines					X
625K009	Draw closings					X
625K010	Draw stitching					X
625K011	Draw collars					X
625K012	Draw sleeves					X
625K013	Draw fitting lines					X
625K014	Draw skirts					X
625K015	Draw slacks					X
625K016	Draw trimmings such as cording, braid, beads and applique					X
625K017	Render the fashion figure					X
625K018	Compile portfolio					X

DEVELOPING SLEEVE PATTERNS

		SC	STM	SM	BR	FD
625L001	Make pattern for straight long sleeve					X
625L002	Make pattern for short sleeve					X
625L003	Make pattern for tightened cap sleeve					X
625L004	Make pattern for bell sleeve					X
625L005	Make pattern for puffed sleeve					X
625L006	Make pattern for petal sleeve with shirred cap					X
625L007	Make pattern for kimono sleeve					X
625L008	Make pattern for raglan sleeve					X
625L009	Make pattern for drop shoulder					X
625L010	Make pattern for shirtwaist sleeve					X

	SC	STM	SM	BR	FD
625L011 Make pattern for bishop sleeve					X
625L012 Make pattern for dolman sleeve					X

DEVELOPING POCKET PATTERNS

	SC	STM	SM	BR	FD
625M001 Make pattern for welt pocket					X
625M002 Make pattern for buttonhole pocket					X
625M003 Make pattern for patch pocket					X
625M004 Make pattern for flat pocket					X

DEVELOPING COLLAR PATTERNS

	SC	STM	SM	BR	FD
625N001 Make pattern for notched collar					X
625N002 Make pattern for convertible collar					X
625N003 Make pattern for Peter Pan collar					X
625N004 Make pattern for rolled shawl collar					X
625N005 Make pattern for mandarin collar					X
625N006 Make pattern for sailor collar					X

MAKING WAIST PATTERNS

	SC	STM	SM	BR	FD
625O001 Develop paper sloper from muslin pattern					X
625O002 Develop slopers for various patterns and designs					X
625O003 Manipulate darts using pivot method					X
625O004 Manipulate darts using slash and spread method					X
625O005 Make pattern of a tuck-in shirt					X
625O006 Design basic necklines					X

MAKING SKIRT PATTERNS

	SC	STM	SM	BR	FD
625P001 Make pattern for a six-gored skirt					X
625P002 Develop full circular skirt pattern with two seams					X
625P003 Make dirndl skirt pattern					X
625P004 Make peg-top skirt pattern					X
625P005 Make trumpet skirt pattern					X
625P006 Make gored-trumpet skirt pattern					X
625P007 Make sarong skirt pattern					X
625P008 Make balloon skirt pattern					X
625P009 Make hip-yoke skirt pattern					X
625P010 Make unpressed pleated skirt pattern					X
625P011 Make side-pleated skirt pattern					X
625P012 Make box-pleated skirt pattern					X
625P013 Make inverted pleated skirt pattern					X
625P014 Make kick-pleated skirt pattern					X

MAKING SLACKS PATTERNS

	SC	STM	SM	BR	FD
625Q001 Make body-fitting slacks pattern					X
625Q002 Make tailored trousers pattern					X
625Q003 Make culottes pattern					X
625Q004 Make toreador pants pattern					X
625Q005 Make jodphurs pattern					X
625Q006 Make sailor pants pattern					X
625Q007 Make shorts pattern					X

CLOTHING AND APPAREL SERVICES CLUSTER MATRIX

MAKING DRESS PATTERNS

	SC	STM	SM	BR	FD
625R001 Make princess-line dress pattern					X
625R002 Make shirred draped garment pattern					X
625R003 Make stitched-down pleated dress pattern					X
625R004 Make empire-waist dress pattern					X
625R005 Make two-piece dress pattern					X
625R006 Make long-torso dress pattern					X
625R007 Make A-line dress pattern					X
625R008 Make sheath dress pattern					X
625R009 Make blouson dress pattern					X

DRAPING WAISTS

	SC	STM	SM	BR	FD
625S001 Drape a basic waist					X
625S002 Manipulate darts to drape a waist					X

DRAPING SKIRTS

	SC	STM	SM	BR	FD
625T001 Drape a basic skirt					X
625T002 Drape a flared skirt					X
625T003 Drape a dirndl skirt					X
625T004 Drape a peg skirt					X
625T005 Drape a gored skirt					X
625T006 Drape a pleated skirt					X

DRAPING SLEEVES

	SC	STM	SM	BR	FD
625U001 Drape long basic sleeves					X
625U002 Drape lantern sleeves					X
625U003 Drape drop-shoulder sleeves					X
625U004 Drape raglan sleeves					X
625U005 Drape balloon sleeves					X
625U006 Drape epaulet sleeves					X
625U007 Drape fitted sleeves					X

DRAPING COLLARS

	SC	STM	SM	BR	FD
625V001 Drape a notched collar					X
625V002 Drape a convertible collar					X
625V003 Drape a Peter Pan collar					X
625V004 Drape a mandarin collar					X
625V005 Drape a rolled shawl collar					X

DRAPING DRESSES

	SC	STM	SM	BR	FD
625W001 Drape a day dress with fitted midriff					X
625W002 Drape princess-line day dress					X
625W003 Drape evening dress					X
625W004 Drape child's dress					X
625W005 Drape a yoke straight dress					X

DESIGNING A LINE OF WOMEN'S WEAR

	SC	STM	SM	BR	FD
625X001 Design seasonal day dresses					X
625X002 Design seasonal evening dresses					X

CLOTHING AND APPAREL SERVICES CLUSTER MATRIX

	SC	STM	SM	BR	FD
625X003 Design bridal gown					X
625X004 Design intimate apparel					X
625X005 Design actionwear					X
625X006 Design coats					X
625X007 Design suits					X

DESIGNING A LINE OF MEN'S WEAR

	SC	STM	SM	BR	FD
625Y001 Design seasonal shirts					
625Y002 Design seasonal pants					X
625Y003 Design sleepwear					X
625Y004 Design underwear					X
625Y005 Design actionwear					X
625Y006 Design coats					X
625Y007 Design suits					X
					X

DESIGNING A LINE OF CHILDREN'S WEAR

	SC	STM	SM	BR	FD
625Z001 Design shirts					X
625Z002 Design pants					X
625Z003 Design dresses					X
625Z004 Design sleepwear					X
625Z005 Design playclothes					X
625Z006 Design underwear					X
625Z007 Design coats					X

**Education
For
Employment
Task Lists**

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS
1988

FOOD SERVICES CLUSTER

- Dining Room Attendant
- Counter Attendant
- Wait Person
- Kitchen Helper/Cook's Helper
- Short–Order Cook
- Baker's Helper
- Baker
- Institutional Cook
- Restaurant Cook/Chef
- Food Service Manager
- Food Preparation and Service Worker:
  Fast Service
- Dietetic Technician
- *Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

BEST COPY AVAILABLE

NOTE:

The duties and tasks found in these matrices form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS-10-130).

FOOD SERVICES CLUSTER MATRIX

DA = Dining Room Attendant
CA = Counter Attendant
[illegible] = Wait Person
[illegible] = Kitchen Helper/Cook's Helper
SO = Short-Order Cook
BH = Baker's Helper
B = Baker
IC = Institutional Cook
RC = Restaurant Cook/Chef
FSM = Food Service Manager
FS = Food Preparation and Service Worker: Fast Service
DT = Dietetic Technician

FOLLOWING SAFETY PROCEDURES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640A001	Check work area for safety hazards	X	X	X	X	X	X	X	X	X	X	X	
640A002	Remove safety hazards from work area	X	X	X	X	X	X	X	X	X	X	X	
640A003	Report safety violations	X	X	X	X	X	X	X	X	X	X	X	
640A004	Administer emergency first aid techniques	X	X	X	X	X	X	X	X	X	X	X	
640A005	Complete accident reports and records	X	X	X	X	X	X	X	X	X	X	X	

CLEANING AND SANITIZING

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640B001	Clean and sanitize glassware, dinnerware and flatware		X	X	X	X						X	
640B002	Clean and sanitize windows and walls in work station	X	X	X	X	X	X	X	X	X	X	X	
640B003	Clean and sanitize food display cases	X	X	X			X						
640B004	Clean and sanitize service area side stations	X	X	X									
640B005	Clean and sanitize transport equipment used for food storage	X	X	X	X		X		X				
640B006	Clean and sanitize condiment dispensers	X	X	X	X	X						X	
640B007	Clean and sanitize beverage dispensers	X	X	X		X				X		X	
640B008	Clean and sanitize ice machines	X	X	X		X						X	
640B009	Clean, sanitize and line trash and garbage containers	X	X	X	X		X					X	
640B010	Pick up and dispose of trash	X	X	X	X		X					X	
640B011	Clean and sanitize kitchen work counters				X	X	X	X	X	X		X	
640B012	Clean and sanitize dry food cabinets				X	X	X	X	X	X			
640B013	Clean and sanitize soft-serve machine		X	X		X						X	
640B014	Clean and sanitize refrigerated and freezer storage				X	X	X	X	X	X		X	
640B015	Clean and sanitize cooking and baking utensils				X	X	X	X	X	X			

ARRANGING DINING AREA FOR SERVICE

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640C001	Set tables for serving using styles such as American, Russian and French	X	X	X									
640C002	Set tables for buffet service	X		X									
640C003	Set tables for banquet service	X		X									
640C004	Set tables for cafeteria service	X	X	X									
640C005	Set place settings for counter service	X	X	X									

FOOD SERVICES CLUSTER MATRIX

SERVING GUESTS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640D001	Seat guests	X		X							X		
640D002	Present menus to guests	X	X	X							X		
640D003	Replenish food and beverages	X	X	X							X		
640D004	Accept reservations from dining guests			X							X		
640D005	Greet guests		X	X							X	X	
640D006	Take orders from guests/clients		X	X			X					X	
640D007	Present orders to clients						X					X	
640D008	Take orders by telephone		X	X			X				X	X	
640D009	Place orders for preparation		X	X			X				X	X	
640D010	Check orders for correct preparation		X	X							X	X	
640D011	Process saleschecks		X	X			X				X	X	
640D012	Pick up orders to serve to guests		X									X	
640D013	Serve orders to guests		X	X								X	
640D014	Complete and present saleschecks		X	X			X					X	
640D015	Accept payment from guests											X	

PERFORMING SIDEWORK

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640E001	Fold linen napkins using styles such as candle, cuffed roll, ring fan, water glass fan, fan, rose and crown	X	X	X									
640E002	Arrange tables and chairs as per reservations	X		X							X		
640E003	Place table coverings on tables	X		X									
640E004	Replenish condiments	X	X	X	X							X	
640E005	Replenish sundries	X	X	X								X	
640E006	Fill display cases and shelves	X	X	X									
640E007	Load vehicle to transport to serving site	X			X								
640E008	Replenish food at serving sites	X	X	X	X							X	
640E009	Review menus for daily specials and changes		X	X							X		
640E010	Review menus for coupons available to guests		X	X							X		
640E011	Replenish items on salad bar											X	
640E012	Replenish beverage machines											X	
640E013	Clean serving area											X	
640E014	Clean tables in dining area											X	
640E015	Replace soiled ashtrays											X	
640E016	Clean floor in dining area											X	
640E017	Clean guest washroom											X	

PERFORMING SPECIALTY SERVICE

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640F001	Serve alcoholic beverages			X									
640F002	Prepare flaming foods at tableside			X						X			
640F003	Serve flaming foods at tableside			X						X			
640F004	Carve meat at tableside			X						X			
640F005	Toss salad at tableside			X						X			
640F006	Hand utensils and ingredients to cook preparing food at tableside			X									

FOOD SERVICES CLUSTER MATRIX

PERFORMING TABLE-CLEANING DUTIES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640G001	Clean up spills on tables during service	X		X									
640G002	Replace soiled ash trays during service	X		X									
640G003	Crumb tables during service	X		X									
640G004	Remove soiled dinnerware and paper items from tables during service	X		X									
640G005	Remove condiments from tables during service	X		X									

PERFORMING TABLE-CLEARING DUTIES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640H001	Remove tableware, soiled linen and paper goods from tables	X		X									
640H002	Return food from buffet tables to kitchen	X		X									

PERFORMING COUNTER-CLEANING DUTIES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640I001	Clean up spills during service		X										
640I002	Replace soiled ash trays during service		X										
640I003	Crumb counters during service		X										
640I004	Remove soiled dinnerware and paper items from counters during service		X										
640I005	Remove condiments from counters during service		X										

ARRANGING SERVING AREA FOR TRAY SERVICE

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640J001	Store items for service in refrigeration units or warmer	X		X	X				X				
640J002	Set up serving lines	X		X	X				X				
640J003	Preset trays with tray covers	X		X	X				X				
640J004	Prepare menu slips or tray cards	X		X	X				X				

CONDUCTING COST-CONTROL PROCEDURES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640K001	Receive dinnerware, flatware and glassware	X	X	X							X		
640K002	Store dinnerware, flatware and glassware	X	X	X	X				X		X		
640K003	Inventory dinnerware, flatware and glassware	X	X	X	X				X		X		
640K004	Purchase beverages										X		
640K005	Receive beverages	X	X	X	X				X	X	X		
640K006	Store beverages	X	X						X		X		
640K007	Purchase food supplies							X	X	X	X		
640K008	Receive food supplies					X			X	X	X		
640K009	Store food supplies				X		X		X	X	X		
640K010	Issue food supplies from requisition							X	X	X	X		
640K011	Inventory food supplies				X	X	X	X	X	X	X		
640K012	Purchase nonfood supplies							X	X	X	X		
640K013	Receive nonfood supplies								X	X	X		
640K014	Store nonfood supplies				X		X		X	X	X		
640K015	Issue nonfood supplies from requisition										X		
640K016	Purchase dinnerware, flatware and glassware									X	X		
640K017	Schedule food preparation tasks							X	X	X	X		
640K018	Inventory beverages		X	X	X				X	X	X		

FOOD SERVICES CLUSTER MATRIX

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640K019	Specify hot table layout and portion control measures for meal service								X	X	X		
640K020	Analyze operation layout and flow design for efficiency							X	X	X	X		
640K021	Organize work areas for efficiency of time and motion	X	X	X	X	X	X	X	X	X	X		
640K022	Purchase equipment							X		X	X		
640K023	Requisition equipment				X		X	X	X	X			
640K024	Receive equipment						X	X	X	X	X		
640K025	Issue equipment							X	X	X	X		
640K026	Verify maintenance services completed							X	X	X	X		
640K027	Requisition food supplies from work station		X	X					X	X			
640K028	Requisition nonfood supplies from work station		X	X					X	X			
640K029	Inventory supplies		X	X	X		X				X		

COORDINATING FOOD ORDERS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640L001	Receive food orders				X	X			X	X	X		
640L002	Schedule preparation of food items					X			X	X	X		
640L003	Tally menu items					X			X	X	X		
640L004	Tabulate types of diets								X	X	X		
640L005	Determine meal census								X	X	X		
640L006	Make food item adjustments for emergency					X			X	X	X		
640L007	Arrange food items on dinnerware				X	X			X	X			
640L008	Use food leftovers					X			X	X			

SERVING PATIENTS, CLIENTS OR PATRONS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640M001	Provide tray appointments for special occasions				X						X		
640M002	Check contents of tray for appearance and quality				X				X		X		
640M003	Fill special dietary orders				X				X		X		
640M004	Place items on trays			X	X				X				
640M005	Portion food and beverages								X				
640M006	Transport trays to serving areas			X	X				X				
640M007	Serve meals to patient/client/patron			X									
640M008	Serve between-meal nourishments			X									
640M009	Return soiled tableware to dishrooms			X									
640M010	Replenish drinking water supply for patient/client/patron			X									
640M011	Set up trays for patient/client/patron after serving period			X	X				X				
640M012	Heat previously prepared food items				X				X				

COMPLETING CLERICAL ACTIVITIES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640N001	File guest checks		X	X							X		
640N002	Balance cash drawer		X	X							X		
640N003	Fill out bank deposit forms										X		
640N004	File equipment and service records										X		

FOOD SERVICES CLUSTER MATRIX

MANAGING A FOOD SERVICE OPERATION

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
6400001	Open food service establishment						X	X			X		
6400002	Close food service establishment						X	X			X		
6400003	Determine security policies							X			X		
6400004	Determine procedures for handling theft							X			X		
6400005	Determine customer policies and procedures							X			X		
6400006	Determine cost-control procedures							X	X	X	X		
6400007	Determine personnel policies and procedures							X	X	X	X		
6400008	Determine safety procedures							X	X	X	X		
6400009	Determine accident prevention techniques							X	X	X	X		
6400010	Explain established policies and procedures to employees							X	X	X	X		
6400011	Monitor compliance with policies and procedures							X	X	X	X		
6400012	Determine sanitation procedures							X	X	X	X		
6400013	Conduct safety drills							X	X	X	X		
6400014	Inspect for signs of rodents and insects						X	X	X	X	X		
6400015	Exterminate rodents and insects						X		X	X	X		
6400016	Maintain compliance with laws and statutes dealing with food service establishments								X	X	X		
6400017	Direct nutritional services								X		X		
6400018	Determine food and beverage items to make up menus								X	X	X		
6400019	Cost out menu items								X	X	X		
6400020	Set menu prices										X		
6400021	Determine layout and design of menus									X	X		
6400022	Evaluate menus										X		
6400023	Update menus									X	X		
6400024	Evaluate effectiveness and efficiency of food service operations								X	X	X		
6400025	Develop and standardize recipes							X	X	X	X		
6400026	Survey market for new products and equipment								X	X	X		
6400027	Determine operating budget								X	X	X		
6400028	Collect specimens for bacterial culturing							X	X	X	X		
6400029	Organize work areas for efficiency of time and motion												X
6400030	Coordinate food orders												X
6400031	Prepare tally sheets for food orders												X
6400032	Organize tray line												X
6400033	Perform final tray check before serving												X
6400034	Supervise cleaning and sanitizing activities												X
6400035	Supervise provisions of federal, state and local health laws and regulations												X

PERFORMING ADVERTISING DUTIES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640P001	Determine target market										X		
640P002	Determine objectives										X		
640P003	Analyze competitor's market position										X		
640P004	Analyze past effectiveness										X		
640P005	Determine advertising schedules										X		
640P006	Determine advertising costs using various media										X		
640P007	Compare costs with return on investments										X		
640P008	Determine content of advertising copy										X		

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640P009	Coordinate advertising with national or chain advertising										X		
640P010	Write radio scripts										X		
640P011	Develop TV storyboards										X		
640P012	Develop print ads										X		
640P013	Write direct mail copy										X		
640P014	Prepare billboard ads										X		
640P015	Verify availability of foods for advertised menus										X		
640P016	Proof ads										X		
640P017	Inform employees and customers of specials										X		
640P018	Evaluate advertising effectiveness										X		
640P019	Measure increases in traffic due to advertising										X		
640P020	Prepare public relations newspaper articles										X		
640P021	Collect gifts for local charities										X		
640P022	Attend meetings of local business and service organizations										X		

MANAGING PERSONNEL

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640Q001	Determine staff needs								X	X	X		
640Q002	Recruit employees										X		
640Q003	Interview prospective employees								X	X	X		
640Q004	Monitor compliance with federal and state hiring laws								X	X	X		
640Q005	Explain benefits to employees								X	X	X		
640Q006	Analyze job tasks									X	X		
640Q007	Determine standards for job performance								X	X	X		
640Q008	Write job descriptions										X		
640Q009	Complete employee evaluation forms								X	X	X		
640Q010	Discuss evaluation with staff members									X	X		
640Q011	Train staff on front-of-the-house duties										X		
640Q012	Train staff on cooking duties								X	X	X		
640Q013	Train staff on baking duties								X	X	X		
640Q014	Train staff on safety procedures								X	X	X		
640Q015	Train staff on sanitation procedures									X	X		
640Q016	Train staff on management activities								X	X	X		
640Q017	Train staff to handle clerical activities										X		
640Q018	Schedule work hours for employees								X	X	X		
640Q019	Conduct staff training sessions								X	X	X		
640Q020	Conduct informational staff meetings								X	X	X		
640Q021	Settle conflicts between employees								X	X	X		
640Q022	Negotiate contracts with employee unions										X		
640Q023	Prepare organizational chart								X	X	X		
640Q024	Set salary schedule										X		
640Q025	Monitor compliance with federal and state payroll tax laws										X		

PREPARING BEVERAGES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640R001	Brew coffee	X	X	X							X	X	
640R002	Brew tea	X	X	X							X	X	
640R003	Prepare hot chocolate	X	X	X							X	X	
640R004	Fill beverage dispensers	X	X	X								X	

FOOD SERVICES CLUSTER MATRIX

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640R005	Prepare and portion fruit juices	X	X	X							X	X	
640R006	Prepare and portion soft drinks	X	X	X							X	X	

PREPARING APPETIZERS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640S001	Prepare cocktail appetizers									X			
640S002	Prepare hors d'oeuvres									X			
640S003	Prepare canapes									X			
640S004	Prepare relishes				X					X			
640S005	Prepare dips				X					X			
640S006	Prepare spreads				X					X			
640S007	Prepare finger sandwiches									X			

PREPARING GARNISHES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640T001	Prepare vegetable garnishes								X	X			
640T002	Prepare fruit garnishes								X	X			
640T003	Prepare egg garnishes								X	X			

PREPARING STOCK, SOUPS AND SAUCES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640U001	Prepare convenience stock				X				X	X			
640U002	Prepare brown stock				X				X	X			
640U003	Prepare white stock for veal, chicken and fish				X				X	X			
640U004	Prepare au jus				X				X	X			
640U005	Prepare convenience soups such as canned, frozen and dehydrated soups				X				X	X			
640U006	Prepare clear soups such as consomme and broths								X	X			
640U007	Prepare thick soups such as legume, vegetable, chowder, cream and bisque								X	X			
640U008	Prepare cold soups								X	X			
640U009	Prepare lead or mother sauces such as brown sauce (espagnole), white sauce (bechamel), tomato sauce, veloute sauce and hollandaise sauce				X				X	X			
640U010	Prepare secondary sauces								X	X			
640U011	Prepare hot specialty sauces								X	X			
640U012	Prepare cold specialty sauces								X	X			

PREPARING ICINGS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640V001	Prepare butter cream icing						X	X	X	X			
640V002	Prepare cooked icing						X	X	X	X			
640V003	Prepare royal icing						X	X					

PREPARING CAKES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640W001	Prepare fruit cakes							X	X	X			
640W002	Prepare sponge-type cakes such as angel food and chiffon							X	X	X			
640W003	Prepare batter cakes such as white, chocolate, yellow, spice, marble, carrot and German chocolate							X	X	X			

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640W004	Decorate cakes							X	X	X			
640W005	Prepare ice cream cakes							X	X	X			

PREPARING TOPPINGS AND FILLINGS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640X001	Prepare whipped creams						X	X	X	X			
640X002	Prepare meringues						X	X	X	X			
640X003	Prepare marshmallow toppings						X	X	X	X			
640X004	Prepare fruit fillings						X	X	X	X			
640X005	Prepare cream fillings						X	X	X	X			
640X006	Prepare custard fillings						X	X	X	X			
640X007	Prepare chiffon fillings						X	X	X	X			

PREPARING QUICKBREADS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640Y001	Prepare muffins						X	X	X	X			
640Y002	Prepare pan breads						X	X	X	X			
640Y003	Prepare baking powder biscuits						X	X	X	X			
640Y004	Prepare popovers						X	X	X	X			

PREPARING COOKIES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640Z001	Prepare hand-cut cookies						X	X	X	X			
640Z002	Prepare machine-cut cookies						X	X	X	X			
640Z003	Prepare drop cookies						X	X	X	X			
640Z004	Prepare refrigerator cookies						X	X	X	X			
640Z005	Prepare bar cookies						X	X	X	X			
640Z006	Prepare bag cookies						X	X	X	X			

PREPARING PIES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AA001	Prepare crumb-crust pies						X	X	X	X			
640AA002	Prepare double-crust pies						X	X	X	X			
640AA003	Prepare single-crust pies						X	X	X	X			
640AA004	Prepare pies using pre-baked shells						X	X	X	X			
640AA005	Prepare pies with custard fillings, both cooked and instant						X	X	X	X			
640AA006	Prepare fruit-filled pies						X	X	X	X			

PREPARING YEAST-RAISED PRODUCTS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AB001	Prepare yeast-raised sweetdough products such as rolls, coffee cakes and Danish pastries						X	X	X	X			
640AB002	Prepare fried yeast-raised products such as doughnuts and rolls						X	X	X	X			
640AB003	Prepare yeast-raised bread dough products such as dinner rolls and demiloaves						X	X	X	X			
640AB004	Prepare yeast-raised specialty products such as bagels and pretzels						X	X		X			

FOOD SERVICES CLUSTER MATRIX

PREPARING PÂTE À CHOUX PRODUCTS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AC001	Prepare baked products such as cream puffs and eclairs						X	X					
640AC002	Prepare crullers						X	X					
640AC003	Prepare French doughnuts						X	X					

PREPARING PUFF PASTRY PRODUCTS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AD001	Prepare turnovers							X					
640AD002	Prepare cream horns							X					
640AD003	Prepare napolean slices							X					
640AD004	Prepare crispies							X					
640AD005	Prepare patty shells							X					

PREPARING CAKE DOUGHNUTS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AE001	Prepare machine-made cake doughnuts						X	X					
640AE002	Prepare hand-cut cake doughnuts						X	X					

PREPARING VEGETABLES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AF001	Prepare vegetables for cooking				X	X			X	X			
640AF002	Steam vegetables				X	X			X	X			
640AF003	Grill vegetables				X	X			X	X			
640AF004	Broil vegetables				X	X			X	X			
640AF005	Sauté vegetables				X	X			X	X			
640AF006	Deep-fry vegetables				X	X			X	X			
640AF007	Bake vegetables				X				X	X			
640AF008	Poach vegetables				X				X	X			
640AF009	Stir-fry vegetables				X				X	X			
640AF010	Marinate vegetables				X				X	X			
640AF011	Prepare vegetable casseroles				X				X	X			
640AF012	Boil vegetables				X				X	X			

PREPARING DESSERTS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AG001	Prepare frozen cakes							X	X	X			
640AG002	Prepare tortes							X	X	X			
640AG003	Prepare cheesecakes							X	X	X			
640AG004	Prepare ice creams									X			
640AG005	Prepare fruits for dessert								X	X			
640AG006	Prepare ices									X			
640AG007	Prepare sorbets									X			
640AG008	Prepare custards								X	X			
640AG009	Prepare chiffons								X	X			
640AG010	Prepare puddings								X	X			
640AG011	Prepare mousses								X	X			
640AG012	Prepare gelatins								X	X			
640AG013	Prepare soufflés								X	X			
640AG014	Prepare crêpes								X	X			

PREPARING FRUITS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AH001	Prepare fruits for serving raw				X	X			X	X			
640AH002	Steam fruits				X	X			X	X			

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AH003	Broil fruits				X	X			X	X			
640AH004	Bake fruits				X				X	X			
640AH005	Poach fruits				X				X	X			
640AH006	Sauté fruits				X				X	X			
640AH007	Deep-fry fruits				X				X	X			
640AH008	Marinate fruits				X				X	X			

PREPARING SALADS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AI001	Prepare fruit salads				X	X			X	X			
640AI002	Prepare vegetable salads				X	X			X	X			
640AI003	Prepare gelatin salads				X				X	X			
640AI004	Prepare leafy green salads				X	X			X	X			
640AI005	Prepare meat salads					X			X	X			
640AI006	Prepare cheese salads					X			X	X			
640AI007	Prepare seafood salads					X			X	X			
640AI008	Prepare pasta salads								X	X			
640AI009	Prepare oil-based salad dressings				X				X	X			
640AI010	Prepare mayonnaise-based salad dressings				X				X	X			
640AI011	Prepare diet salad dressings				X				X	X			
640AI012	Prepare fruit salad dressings				X				X	X			
640AI013	Turn on refrigerated rail											X	
640AI014	Refer to Ingredient Usage Chart											X	
640AI015	Gather ingredients											X	
640AI016	Check code date											X	
640AI017	Place ingredients at refrigerated rail											X	
640AI018	Put on plastic gloves											X	
640AI019	Sort and size tomatoes											X	
640AI020	Empty bag of salad mix into sanitized bus box											X	
640AI021	Remove wilted or discolored lettuce											X	
640AI022	Break apart large pieces of lettuce											X	
640AI023	Distribute salad mix in package bases											X	
640AI024	Distribute ingredients such as slices of radish, cucumber or green pepper											X	
640AI025	Place tomato wedges											X	
640AI026	Place egg wedges											X	
640AI027	Mound ingredients such as chicken											X	
640AI028	Return items to refrigerated cooler											X	

PREPARING SANDWICHES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AJ001	Prepare sandwich items such as meats, cheeses and sandwich spreads				X	X			X	X		X	
640AJ002	Prepare hot sandwiches				X	X			X	X		X	
640AJ003	Prepare cold sandwiches				X	X			X	X		X	

PREPARING FOODS FOR BREAKFAST

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AK001	Boil eggs					X			X	X			
640AK002	Fry eggs					X			X	X		X	
640AK003	Poach eggs					X			X	X			
640AK004	Bake eggs					X			X	X			
640AK005	Scramble eggs					X			X	X		X	
640AK006	Prepare omelets					X			X	X			

FOOD SERVICES CLUSTER MATRIX

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AK007	Prepare hot cereals					X			X	X			
640AK008	Make quickbreads such as waffles, pancakes and French toast					X			X	X		X	
640AK009	Prepare sausage links and patties					X			X	X		X	
640AK010	Prepare hash					X			X	X			
640AK011	Prepare ham					X			X	X		X	
640AK012	Prepare bacon					X			X	X		X	
640AK013	Prepare steak					X			X	X			
640AK014	Prepare Canadian bacon					X			X	X			
640AK015	Grill hash browns					X			X	X		X	
640AK016	Panfry American fries					X			X	X			
640AK017	Panfry cottage fries					X			X	X			
640AK018	Toast bread					X			X	X		X	
640AK019	Toast English muffins					X			X	X		X	

PREPARING MEATS, POULTRY, FISH AND SHELLFISH

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AL001	Break down and portion primal or wholesale cuts of beef into secondary or retail cuts								X	X			
640AL002	Break down and portion primal or wholesale cuts of pork into secondary or retail cuts								X	X			
640AL003	Break down and portion primal or wholesale cuts of lamb into secondary or retail cuts								X	X			
640AL004	Break down and portion primal or wholesale cuts of veal into secondary or retail cuts								X	X			
640AL005	Break down and portion poultry				X				X	X			
640AL006	Prepare shellfish for cooking				X				X	X			
640AL007	Fillet fish				X				X	X			
640AL008	Grind meats				X				X	X			
640AL009	Tenderize meats				X				X	X			
640AL010	Prepare meat casseroles				X				X	X			
640AL011	Broil meats such as beef, pork, veal and lamb					X			X	X			
640AL012	Deep-fry meats such as beef, pork, veal and lamb					X			X	X			
640AL013	Panfry meats such as beef, pork, veal and lamb					X			X	X			
640AL014	Grill meats such as beef, pork, veal and lamb					X			X	X			
640AL015	Bake meats such as beef, pork, veal and lamb								X	X			
640AL016	Barbeque meats such as beef, pork, veal and lamb								X	X			
640AL017	Sauté meats such as beef, pork, veal and lamb								X	X			
640AL018	Stew meats such as beef, pork, veal and lamb								X	X			
640AL019	Braise meats such as beef, pork, veal and lamb								X	X			
640AL020	Bake poultry								X	X			
640AL021	Broil poultry								X	X			
640AL022	Barbeque poultry								X	X			
640AL023	Panfry poultry								X	X			
640AL024	Deep-fry poultry								X	X			
640AL025	Sauté poultry								X	X			
640AL026	Stew poultry								X	X			

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AL027	Braise poultry								X	X			
640AL028	Simmer poultry								X	X			
640AL029	Bake fish								X	X			
640AL030	Broil fish								X	X			
640AL031	Barbeque fish								X	X			
640AL032	Panfry fish								X	X			
640AL033	Deep-fry fish								X	X			
640AL034	Sauté fish								X	X			
640AL035	Poach fish								X	X			
640AL036	Bake shellfish								X	X			
640AL037	Broil shellfish								X	X			
640AL038	Panfry shellfish								X	X			
640AL039	Deep-fry shellfish								X	X			
640AL040	Sauté shellfish								X	X			
640AL041	Poach shellfish								X	X			
640AL042	Poach variety meats								X	X			
640AL043	Prepare prefabricated meats								X	X			

PREPARING STARCHY PRODUCTS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AM001	Cook rice				X				X	X			
640AM002	Cook barley				X				X	X			
640AM003	Cook pasta				X				X	X			
640AM004	Cook grits				X				X	X			
640AM005	Prepare bread dressings								X	X			

PREPARING ICE CREAM DISHES

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AN001	Place portion of ice cream in sundae dish											X	
640AN002	Place portion of topping over ice cream											X	
640AN003	Place nuts over topping											X	
640AN004	Place cover on sundae dish											X	
640AN005	Fill cone											X	
640AN006	Fill shake cup											X	
640AN007	Add malt to shake mixture											X	
640AN008	Mix shake/malt											X	
640AN009	Place portion of ice cream in soda glass											X	
640AN010	Add flavoring to soda glass											X	
640AN011	Add seltzer to soda glass											X	

GATHERING DATA

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AO001	Study client's/patient's medical record												X
640AO002	Verify diet prescription												X
640AO003	Discuss eating habits with client/patient												X
640AO004	Determine client's/patient's food likes and dislikes												X
640AO005	Calculate specific nutrient values of selected menus and meal patterns												X
640AO006	Calculate specific calories of selected menus and meal patterns												X

FOOD SERVICES CLUSTER MATRIX

PLANNING MENUS FOR OPTIMAL NUTRITION

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AP001	Plan menus for restricted sodium intake												X
640AP002	Plan menus for restricted cholesterol intake												X
640AP003	Plan menus for restricted fat intake												X
640AP004	Plan menus for restricted fiber intake												X
640AP005	Plan menus for restricted protein intake												X
640AP006	Plan menus for restricted calorie intake												X
640AP007	Plan diets for client/patient with diabetes												X
640AP008	Plan diets for client/patient with heart related problems												X
640AP009	Plan diets for client/patient with high blood pressure												X
640AP010	Plan diets for client/patient with ulcers												X
640AP011	Plan diets for surgery patients												X
640AP012	Plan diets for pregnant women												X
640AP013	Plan diets for clients with food allergies												X
640AP014	Plan diets for clients with restrictions due to religious practices												X
640AP015	Plan diets for clients with restrictions due to cultural practices												X
640AP016	Plan diets for clients with restrictions due to vegetarian practices												X

EVALUATING AND IMPLEMENTING NUTRITIONAL CARE PLANS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AQ001	Assess dietary intake												X
640AQ002	Observe client/patient to determine food consumption												X
640AQ003	Develop nutritional care plan												X
640AQ004	Attend discharge planning meeting												X
640AQ005	Recommend diets to physician												X

INSTRUCTING, COUNSELING, SUPERVISING

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AR001	Screen clients												X
640AR002	Instruct client/patient on appropriate diet												X
640AR003	Teach nutrition classes												X
640AR004	Supervise group feeding sites												X
640AR005	Explain dietary restrictions												X
640AR006	Conduct classes on diet for community health related programs												X

DOCUMENTING PATIENT'S PROGRESS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AS001	Observe client/patient to determine acceptance of diet												X
640AS002	Chart client's/patient's progress using traditional charting method												X
640AS003	Chart client's/patient's progress using SOAPing charting method												X

FOOD SERVICES CLUSTER MATRIX

SETTING STANDARDS

		DA	CA	WP	CH	SO	BH	B	IC	RC	FSM	FS	DT
640AT001	Participate in nutrition research studies												X
640AT002	Work with students and employees in school systems to provide educational programs in nutrition												X

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS

1988

INTERIOR FURNISHINGS SERVICES CLUSTER

Interior Furnishings Sales Person
*Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

BEST COPY AVAILABLE

NOTE:

The duties and tasks found in these matrices form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS-10-130).

INTERIOR FURNISHINGS SERVICES CLUSTER MATRIX

IFS = Interior Furnishings Sales Person

SELLING MERCHANDISE

		IFS
665A001	Greet customer	X
665A002	Determine customer needs, wants and problems	X
665A003	Locate merchandise for customer	X
665A004	Show customer benefits of merchandise	X
665A005	Show customer signs of quality construction	X
665A006	Provide information to customer on types of materials used in merchandise	X
665A007	Provide information to customer on special finishes used on merchandise	X
665A008	Provide information to customer on any guarantees on merchandise	X
665A009	Provide information to customer on features of available appliances	X
665A010	Provide information to customer on features of available lighting fixtures	X
665A011	Provide information to customer on features of available lamps	X
665A012	Provide information to customer on features of available accessories	X
665A013	Provide information to customer on features of available wall coverings	X
665A014	Provide information to customer on features of available floor coverings	X
665A015	Provide information to customer on features of available window treatments	X
665A016	Provide information to customer on features of available furniture	X
665A017	Provide information to customer on coordinating furniture styles	X
665A018	Provide information to customer on maintenance of available merchandise	X
665A019	Provide information to customer on coordinating colors of merchandise	X
665A020	Provide information to customer on coordinating fabrics and materials of merchandise	X
665A021	Locate and suggest alternative merchandise when desired merchandise is unavailable	X
665A022	Suggest larger quantities of merchandise	X
665A023	Inform customer of special promotions	X
665A024	Close sale	X
665A025	Process telephone orders for merchandise	X
665A026	Maintain current knowledge of fabrics, finishes, materials and care of furnishings and accessories	X
665A027	Provide information to customer on repair or replacement policy for damaged merchandise	X

PERFORMING SALES-RELATED ACTIVITIES

		IFS
665B001	Prepare sales contract	X
665B002	Process cash or check sales transaction	X
665B003	Process debit card sales transaction	X
665B004	Process bank credit card sales transaction	X

INTERIOR FURNISHINGS SERVICES CLUSTER MATRIX

		IFS
665B005	Process store charge sales transaction	X
665B006	Estimate cost and completion date of home furnishings item	X
665B007	Process installment credit sale	X
665B008	Prepare itemized statement	X
665B009	Secure customer credit information	X
665B010	Package customer's purchase	X
665B011	Arrange delivery of merchandise	X
665B012	Process exchange of merchandise	X
665B013	Process cash refund for returned merchandise	X
665B014	Process charge credit for returned merchandise	X
665B015	Process special order merchandise	X
665B016	Process back order	X
665B017	Respond to customer complaint	X
665B018	Close out cash register	X
665B019	Keep sales ledger	X
665B020	Record orders on work order sheets	X
665B021	Requisition supplies such as saleschecks and packaging supplies	X
665B022	Change cash register tapes	X
665B023	Detect and report counterfeit currency	X
665B024	Report employee pilferage	X
665B025	Detect and report fraudulent credit card	X
665B026	Detect and report fraudulent check	X

PERFORMING MERCHANDISING DUTIES

		IFS
665C001	Accept and record delivery of supplies	X
665C002	Report damaged merchandise	X
665C003	Prepare merchandise for stock or immediate store display	X
665C004	Code and date stock	X
665C005	Price merchandise	X
665C006	Change price on merchandise	X
665C007	Stock merchandise on floor, shelves, counters, tables and in display cases	X
665C008	Rotate merchandise	X
665C009	Clean shelves, counters, tables and display cases	X
665C010	Straighten merchandise on shelves, counters, tables and in display cases	X
665C011	Record merchandise sold	X
665C012	Record merchandise sold using ticket stubs	X
665C013	Take physical inventory of stock	X

PREPARING MERCHANDISE DISPLAYS

		IFS
665D001	Prepare merchandise for display	X
665D002	Prepare display area for merchandise	X
665D003	Accessorize display merchandise	X
665D004	Set up counter display	X
665D005	Set up window display	X
665D006	Set up interior display	X
665D007	Set up display case	X
665D008	Clean and straighten display	X

INTERIOR FURNISHINGS SERVICES CLUSTER MATRIX

	IFS
665D009 Dismantle display	X
665D010 Prepare point-of-sale sign or banner	X

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS

1988

INSTITUTIONAL AND HOME MANAGEMENT SERVICES CLUSTER

- Cleaner/Domestic Housekeeper
- Cleaner/Institutional Housekeeper
- Homemaker's Aide
- Service Coordinator/Consumer Assistant/Concierge
- *Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

NOTE:

The duties and tasks found in these matrices form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS–10–130).

INSTITUTIONAL AND HOME MANAGEMENT SERVICES CLUSTER MATRIX

DH = Cleaner/Domestic Housekeeper
IH = Cleaner/Institutional Housekeeper
HHA = Homemaker's Aide
CST = Service Coordinator/Consumer Assistant/Concierge

DEVELOPING AND MAINTAINING INTERPERSONAL RELATIONSHIPS

		DH	IH	HHA	CST
675A001	Communicate with client concerning preferred cleaning procedures	X			
675A002	Communicate job-related problems to client	X		X	X
675A003	Communicate with client regarding privileges and restrictions such as smoking	X			X
675A004	Communicate with other workers regarding work activities	X	X		X
675A005	Communicate with supervisor concerning cleaning procedures		X		
675A006	Communicate with supervisor concerning privileges and restrictions		X		X
675A007	Attend meetings called by supervisor		X		X
675A008	Communicate with client concerning preferred procedures			X	
675A009	Communicate job-related problems to supervisor				X
675A010	Work cooperatively with other household workers			X	
675A011	Maintain client confidentiality and privacy			X	
675A012	Receive and deliver telephone messages			X	
675A013	Maintain household security			X	
675A014	Accept deliveries			X	
675A015	Handle mechanical emergencies			X	
675A016	Handle personal emergencies			X	

FOLLOWING ETHICAL STANDARDS

		DH	IH	HHA	CST
675B001	Follow recommended procedures for entering and leaving	X			X
675B002	Enter and leave guest rooms by recommended procedures		X		
675B003	Establish and follow standards of client confidentiality and privacy	X			X
675B004	Communicate matters of legal importance to supervisor and client	X	X		X
675B005	Maintain positive attitudes without compromising personal standards	X	X		X

MANAGING BUSINESS MATTERS

		DH	IH	HHA	CST
675C001	Establish and follow payment rates consistently	X		X	X
675C002	Increase rates and justify as appropriate	X		X	X
675C003	Provide references	X		X	X
675C004	Discuss benefits such as social security and insurance with client	X		X	X
675C005	Discuss responsibility for damage with client	X		X	X
675C006	Develop written agreement with client	X		X	X
675C007	Develop release forms for household valuables	X		X	X
675C008	Recommend alternative services	X		X	X
675C009	Develop weekly schedules	X		X	X
675C010	Develop personal standards regarding acceptance of tips, gifts and discards	X		X	X
675C011	Establish and follow client termination procedures	X		X	X

INSTITUTIONAL AND HOME MANAGEMENT SERVICES CLUSTER MATRIX

DEVELOPING RAPPORT WITH CHILDREN AND PETS

		DH	IH	HHA	CST
675D001	Use names of children and pets	X			X
675D002	Follow client's wishes concerning children and pets	X			X
675D003	Observe client's wishes regarding children's possessions	X			X
675D004	Communicate feelings regarding pets to client	X			X

HANDLING SPECIAL SITUATIONS

		DH	IH	HHA	CST
675E001	Receive and deliver telephone messages	X			X
675E002	Maintain household security	X			X
675E003	Answer doors in businesslike manner	X			X
675E004	Accept deliveries	X			X
675E005	Report abnormal situations to client	X			X

ORGANIZING WORK PROCEDURES

		DH	IH	HHA	CST
675F001	Determine work to be done	X			X
675F002	Determine client checklist of priorities	X			X
675F003	Determine equipment and supplies needed	X			X
675F004	Determine time and energy required to perform tasks	X			X

MAINTAINING AND USING EQUIPMENT AND SUPPLIES

		DH	IH	HHA	CST
675G001	Keep electrical cleaning appliances in working order	X	X		
675G002	Wash cleaning materials such as rags, mopheads, wax applicators and sponges	X	X		
675G003	Maintain inventory of cleaning tools, equipment and cleaning supplies	X	X		
675G004	Maintain and use basic repair tools	X	X		
675G005	Try new products and equipment	X			
675G006	Replenish cleaning supplies and materials	X	X		

PERFORMING SPECIAL INSIDE AND OUTSIDE ACTIVITIES

		DH	IH	HHA	CST
675H001	Clean closets and storage areas	X	X		
675H002	Arrange clothing in storage areas	X			
675H003	Turn mattresses	X	X		
675H004	Clean exhaust fans in bathrooms	X	X		
675H005	Wash walls and ceilings	X	X		
675H006	Clean ovens	X	X		
675H007	Clean insides of cupboards and cabinets	X	X		
675H008	Change shelfpaper	X			
675H009	Defrost refrigerators and freezers	X	X		
675H010	Clean behind and under major appliances	X	X		
675H011	Wax floors	X	X		
675H012	Sweep up insects and cobwebs	X	X		
675H013	Clean fireplaces and hearths	X	X		
675H014	Clean heat and air conditioning filters and vents	X	X		
675H015	Remove mold and mildew from surfaces	X	X		
675H016	Air blankets, pillows and mattresses	X	X		
675H017	Clean patios, porches and walks	X	X		
675H018	Polish silverware, brass and pewter	X			
675H019	Shampoo rugs and carpets	X	X		

INSTITUTIONAL AND HOME MANAGEMENT SERVICES CLUSTER MATRIX

PERFORMING GENERAL CLEANING ACTIVITIES

		DH	IH	HHA	CST
675I001	Ventilate rooms and other areas	X	X		
675I002	Clean lamps and light fixtures, remove and replace light bulbs	X	X		
675I003	Clean woodwork	X	X		
675I004	Clean writing surfaces such as chalkboards		X		
675I005	Clean patio doors, windows, screens and sills	X	X		
675I006	Clean window treatments	X	X		
675I007	Clean telephones	X	X		
675I008	Dispose of garbage and trash	X	X		
675I009	Clean, disinfect and deodorize trash receptacles and compactors	X	X		
675I010	Dust, polish, wash and wax furniture as needed	X	X		
675I011	Clean plastics, vinyls and leathers	X	X		
675I012	Clean mirrors	X	X		
675I013	Clean chrome, porcelain, glass and ceramic surfaces	X	X		
675I014	Sweep and dust mop floors	X	X		
675I015	Schedule cleaning tasks	X	X		
675I016	Dust all surfaces	X	X		
675I017	Replace all disposables such as tissues	X	X		
675I018	Check all electrical appliances for operations and safety	X	X		
675I019	Clean floors	X	X		
675I020	Vacuum rugs and carpeting	X	X		
675I021	Clean upholstered items	X	X		
675I022	Spot clean walls and woodwork	X	X		
675I023	Clean ceiling, walls and vents	X	X		
675I024	Move furniture	X	X		
675I025	Move equipment	X	X		
675I026	Remove stains from various surfaces and materials	X	X		
675I027	Clean and sanitize restrooms and shower rooms	X	X		
675I028	Clean cupboards, counters, vanities and accessories	X	X		
675I029	Clean sinks and drains	X	X		

MAINTAINING POSITIVE GUEST CONTACTS

		DH	IH	HHA	CST
675J001	Maintain security of guest rooms		X		
675J002	Relate to guests in a courteous, friendly manner		X		
675J003	Respond to guest inquiries and special requests		X		
675J004	Turn in items left in room by guests		X		
675J005	Assist individuals in locating fire escapes and exits		X		

CLEANING KITCHENS

		DH	IH	HHA	CST
675K001	Perform general kitchen cleaning procedures	X	X		
675K002	Clean inside and outside of appliances	X	X		
675K003	Clean small appliances	X	X		
675K004	Clean metal and glass surfaces	X	X		
675K005	Wash dishes	X	X		

CLEANING BATHROOMS

		DH	IH	HHA	CST
675L001	Perform general bathroom cleaning procedures	X	X		
675L002	Clean shower, tub and bathing surfaces	X	X		
675L003	Scrub and disinfect insides and outsides of toilets	X	X		

		DH	IH	HHA	CST
675L004	Remove soiled bath linens to designated place	X	X		
675L005	Replenish towels and bath mats	X	X		

CLEANING BEDROOMS AND LIVING AREAS

		DH	IH	HHA	CST
675M001	Perform general bedroom and living area cleaning procedures	X	X		
675M002	Make beds	X	X		
675M003	Strip dirty bed linens and remove to designated place	X	X		
675M004	Clean underneath furniture	X	X		
675M005	Rotate cushions	X			
675M006	Dust wall hangings, bric-a-brac, bookcases and accessories	X	X		
675M007	Collect, empty, clean and replace ashtrays, glasses, pitchers and ice buckets		X		
675M008	Sanitize rooms		X		
675M009	Deodorize rooms		X		
675M010	Complete final check of rooms		X		
675M011	Lock all guest rooms		X		
675M012	Complete occupancy reports		X		
675M013	Complete and submit assignment sheets		X		

CLEANING LAUNDRY AND UTILITY AREAS

		DH	IH	HHA	CST
675N001	Perform general laundry and utility area cleaning procedures	X			
675N002	Check and organize cleaning supplies	X			
675N003	Remove fire hazards	X			
675N004	Clean appliances	X			

CLEANING SPECIAL AREAS

		DH	IH	HHA	CST
675O001	Clean inside stairways		X		
675O002	Report special problems		X		
675O003	Clean storage areas inside and outside		X		
675O004	Clean outside stairways		X		
675O005	Clean sidewalks		X		
675O006	Deodorize trash areas		X		
675O007	Sanitize trash areas		X		
675O008	Care for grounds around building as required		X		
675O009	Clean outside areas such as walkways, patios, driveways and parking lots		X		

COMMUNICATING INFORMATION

		DH	IH	HHA	CST
675P001	Provide employment information		X		
675P002	Follow sign-in procedures		X		
675P003	Pick up daily assignment sheets		X		
675P004	Report supplies needed	X	X		
675P005	Report special cleaning problems	X	X		
675P006	Report special maintenance problems	X	X		
675P007	Report special safety problems	X	X		
675P008	Report sighting of rodents and insects	X	X		
675P009	Report security problems such as unlocked doors	X	X		
675P010	Report valuables or other items found	X	X		

		DH	IH	HHA	CST
675P011	Report items missing from rooms		X		
675P012	Report special problems with rooms	X	X		
675P013	Report suspicious situations	X	X		
675P014	Follow sign out procedures		X		

PERFORMING LAUNDRY ACTIVITIES

		DH	IH	HHA	CST
675Q001	Collect soiled linens		X		
675Q002	Deliver linens to laundry area		X		
675Q003	Sort and prespot laundry	X	X		
675Q004	Wash laundry	X	X		
675Q005	Hand-launder items	X	X		
675Q006	Dry laundry	X	X		
675Q007	Sort linens needing mending or rewashing		X		
675Q008	Fold laundry	X	X		
675Q009	Store laundry	X	X		
675Q010	Iron or press laundry	X	X		
675Q011	Wash blankets and bedspreads	X	X		
675Q012	Distribute clean linens and clothing such as uniforms		X		
675Q013	Report special problems with all fabrics such as tears and stains	X	X		
675Q014	Collect soiled laundry			X	
675Q015	Sort items			X	
675Q016	Pretreat items			X	
675Q017	Wash articles			X	
675Q018	Dry articles			X	
675Q019	Press articles			X	
675Q020	Fold and store articles			X	

FOLLOWING APPROPRIATE LINEN ROOM PROCEDURES

		DH	IH	HHA	CST
675R001	Process all "check-out" and "in-order" room communication between housekeeping and front desk		X		
675R002	Check each housekeeping cart to ensure that it is equipped and supplied		X		
675R003	Count supplies, linens and uniforms to account for every item		X		
675R004	Check all "Do Not Disturb" rooms according to prescribed procedures		X		
675R005	Check for reassigned uncleaned rooms		X		
675R006	Process telephone requests and complaints directed to housekeeping		X		
675R007	Process all lost and found items according to policy		X		
675R008	Mend linens and uniforms		X		
675R009	Order needed supplies, linens and uniforms		X		

CARING FOR THE HOME AND PERSONAL BELONGINGS

		DH	IH	HHA	CST
675S001	Determine work to be done			X	
675S002	Sequence and schedule work activities			X	
675S003	Check and organize cleaning supplies			X	
675S004	Use aseptic cleaning techniques			X	
675S005	Maintain cleaning equipment			X	
675S006	Air rooms			X	
675S007	Empty and clean waste receptacles			X	

INSTITUTIONAL AND HOME MANAGEMENT SERVICES CLUSTER MATRIX

		DH	IH	HHA	CST
675S008	Clean and disinfect sinks			X	
675S009	Clean and disinfect bathrooms			X	
675S010	Dust and polish furniture			X	
675S011	Sweep, dust mop and wash floors			X	
675S012	Vacuum carpeted floors			X	
675S013	Vacuum/Dust draperies and other window treatments			X	
675S014	Remove stains from carpet and upholstery			X	
675S015	Make beds			X	
675S016	Change bedding			X	
675S017	Clean drawers, shelves and closets			X	
675S018	Clean telephones			X	

PLANNING, MARKETING AND PREPARING FOOD

		DH	IH	HHA	CST
675T001	Plan nutritious meals and snacks			X	
675T002	Teach meal planning to household members			X	
675T003	Shop for food based on client needs			X	
675T004	Store food and nonfood items			X	
675T005	Prepare meals			X	
675T006	Prepare food for special diets			X	
675T007	Teach special diet preparation to household members			X	
675T008	Serve client's meal			X	
675T009	Collect client's tray			X	
675T010	Assist client with eating			X	
675T011	Serve meal to household members			X	
675T012	Wash dishes			X	
675T013	Clean range			X	
675T014	Clean refrigerator			X	
675T015	Store leftover foods			X	

BUDGETING AND SPENDING

		DH	IH	HHA	CST
675U001	Set up budget of family income			X	
675U002	Teach family budgeting techniques			X	
675U003	Record household incomes and expenditures			X	
675U004	Teach recordkeeping to family			X	
675U005	Prepare a savings plan			X	
675U006	Prepare an investment plan			X	
675U007	Pay bills			X	
675U008	Balance bank statements			X	
675U009	Set up and maintain a system of filing household records			X	

CARING FOR CHILDREN

		DH	IH	HHA	CST
675V001	Establish a feeding schedule			X	
675V002	Bathe infant			X	
675V003	Dress infant			X	
675V004	Clean nursery items			X	
675V005	Teach infant care procedures to clients			X	
675V006	Assist toddler with eating			X	
675V007	Assist toddler with dressing			X	
675V008	Assist child with toilet training			X	

		DH	IH	HHA	CST
675V009	Provide children with opportunities to participate in a variety of play activities			X	
675V010	Assist children in expressing feelings			X	
675V011	Assist children in coping with fears			X	
675V012	Assist children with grooming			X	

CARING FOR ADULTS

		DH	IH	HHA	CST
675W001	Establish a schedule for meals			X	
675W002	Assist client with bath			X	
675W003	Assist client in dressing			X	
675W004	Assist client with oral hygiene			X	
675W005	Assist client in grooming			X	
675W006	Assist client with toileting			X	
675W007	Take client to appointments			X	
675W008	Teach techniques for assisting client to household			X	
675W009	Assist client in expressing feelings			X	
675W010	Assist client in coping with fears			X	
675W011	Provide companionship to client			X	

SELLING SERVICES

		DH	IH	HHA	CST
675X001	Set sales/service goals				X
675X002	Develop leads				X
675X003	Make sales/service presentation				X
675X004	Close the deal				X

DEVELOPING A NETWORK

		DH	IH	HHA	CST
675Y001	Convey company image/philosophy				X
675Y002	Develop community outreach				X
675Y003	Attend service organizations				X
675Y004	Patronize local businesses				X
675Y005	Compile reference file				X
675Y006	Network with competition				X

MONITORING ACTIVITIES, TRENDS, EVENTS

		DH	IH	HHA	CST
675Z001	Attend related workshops				X
675Z002	Preview new businesses				X
675Z003	Read daily newspapers, periodicals and publications				X
675Z004	Attend activities and events				X

PERFORMING ADMINISTRATIVE DUTIES

		DH	IH	HHA	CST
675AA001	Keep accurate records				X
675AA002	Generate reports				X
675AA003	Delegate tasks				X
675AA004	Set fees				X
675AA005	Manage business funds				X
675AA006	Market consumer services				X
675AA007	Collect fees				X
675AA008	Monitor housekeeping services				X

INSTITUTIONAL AND HOME MANAGEMENT SERVICES CLUSTER MATRIX

PROVIDING PERSONAL ASSISTANCE

		DH	IH	HHA	CST
675AB001	Facilitate the completion of forms				X
675AB002	Negotiate contracts				X
675AB003	Locate medical assistance				X
675AB004	Provide medical assistance				X
675AB005	Provide security				X
675AB006	Arrange for security services				X
675AB007	Provide wardrobe assistance				X
675AB008	Provide etiquette counseling				X

PROVIDING SECRETARIAL SERVICES

		DH	IH	HHA	CST
675AC001	Generate social and business correspondence				X
675AC002	Process requests				X
675AC003	Answer phone				X
675AC004	Arrange for rental of equipment				X
675AC005	Make reservations and appointments				X
675AC006	Arrange for special services				X

PROVIDING SOCIAL AND BUSINESS ASSISTANCE

		DH	IH	HHA	CST
675AD001	Provide entertainment information				X
675AD002	Provide food and beverage expertise				X
675AD003	Coordinate amenities				X
675AD004	Plan and implement events				X
675AD005	Arrange transportation				X
675AD006	Hire entertainment				X
675AD007	Host events				X

PURCHASING FOR CLIENTS

		DH	IH	HHA	CST
675AE001	Identify needs of client				X
675AE002	Locate merchandise				X
675AE003	Purchase merchandise				X
675AE004	Package merchandise				X
675AE005	Deliver merchandise				X
675AE006	Return merchandise				X

Education
For
Employment
Task Lists

Illinois
State Board of
Education

Adult
Vocational and
Technical Education

HOME ECONOMICS OCCUPATIONS
1988

CONSUMER AND PERSONAL SERVICES CLUSTER

Cosmetologist
*Employability Skills

*Employability skills are a vital component of vocational education programs and should be incorporated into each occupational task list

BEST COPY AVAILABLE

NOTE:

The duties and tasks found in these matrices form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Orientation level instruction, usually offered in grades 9, 10, and 11, is a vital component of all vocational education programs and provides a strong foundation and vehicle for transitioning into occupational training programs.

These materials were prepared under contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education ("Illinois Competency Based Vocational Education Project," contract number PS-10-130).

CONSUMER AND PERSONAL SERVICES CLUSTER MATRIX

CHS = Cosmetologist

MANAGING A SALON

		CHS
685A001	Supervise cleaning and sanitizing procedures	X
685A002	Supervise personal hygiene and dress code	X
685A003	Secure salon license	X
685A004	Obtain insurance	X
685A005	Supervise apprentice training	X
685A006	Arrange for employee training in use of new products	X
685A007	Arrange for employee training in new techniques	X
685A008	Lease/Buy building	X
685A009	Buy equipment	X
685A010	Decorate salon	X
685A011	Hire employees	X
685A012	Dismiss employees	X
685A013	Keep daily sales and salon records	X
685A014	Keep daily service/sales records for employees	X
685A015	Keep employee records	X
685A016	Purchase supplies	X
685A017	Arrange for advertising	X
685A018	Contract for salon cleaning services	X
685A019	Lease booth or station space to cosmetologists	X
685A020	Obtain booth or station space for lessor	X
685A021	Arrange work schedule for employees	X
685A022	Organize stock area	X
685A023	Maintain equipment	X
685A024	Give first aid for minor cuts	X
685A025	Give first aid for chemical reactions to scalp or skin	X
685A026	Give first aid for chemical in eye	X
685A027	Maintain working fire extinguisher	X
685A028	Maintain inventory of salon supplies	X
685A029	Contract for business computing/accounting services	X
685A030	Resolve client complaints	X

PERFORMING ACCOUNTING FUNCTIONS

		CHS
685B001	Prepare federal tax reports	X
685B002	Prepare state tax reports	X
685B003	Prepare local tax reports	X
685B004	Prepare payroll	X
685B005	Pay bills	X
685B006	Keep tip records	X
685B007	Prepare W-2 forms	X
685B008	Determine profit of business	X
685B009	Determine net worth of business	X
685B010	Prepare W-4 forms	X

PERFORMING RECEPTIONIST FUNCTIONS

		CHS
685C001	Open salon	X
685C002	Operate appointment desk	X
685C003	Answer telephone	X
685C004	Greet clients	X
685C005	Schedule appointments for clients	X

		CHS
685C006	Receive payment for services and products	X
685C007	Make telephone calls	X
685C008	Maintain reception area	X
685C009	Maintain inventory of retail products	X
685C010	Close salon	X
685C011	Explain salon policies to clients	X
685C012	Process mail	X

SHAMPOOING, CONDITIONING, CUTTING AND STYLING HAIR

		CHS
685D001	Verify hair service desired and price with patron	X
685D002	Position and protect patron for convenient work and comfort	X
685D003	Select safe and most effective shampoo	X
685D004	Wash and rinse hair	X
685D005	Apply hair conditioner	X
685D006	Give scalp treatment	X
685D007	Dry hair	X
685D008	Shape hair with a razor	X
685D009	Shape hair with a scissor	X
685D010	Style hair using blowdryer and brush	X
685D011	Set hair using pin curls	X
685D012	Set and comb styles using sculpture curls and rollers	X
685D013	Fingerwave hair	X
685D014	Set hair using hot rollers	X
685D015	Set hair using curling iron	X
685D016	Set wet hair using rollers	X
685D017	Arrange and spray hair	X
685D018	Straighten hair using pressing comb	X
685D019	Style hair using blowdryer and curling iron	X
685D020	Style hair by braiding and weaving	X
685D021	Dry and brush hair to establish foundation	X
685D022	Style hair by sculpting	X
685D023	Set and comb sculpture curls	X
685D024	Trim beard, mustache and sideburns	X
685D025	Sell haircare or hair-related products	X
685D026	Analyze hair using Tricho Analysis system	X
685D027	Verify type haircut and price with client	X
685D028	Establish guide section	X
685D029	Cut guide section	X
685D030	Cut subsequent sections	X
685D031	Remove bulk	X
685D032	Remove superfluous hair	X
685D033	Appraise patron's reaction to style and finish	X

BLEACHING AND COLORING HAIR

		CHS
685E001	Perform a preliminary strand test for color	X
685E002	Apply permanent hair color	X
685E003	Apply permanent toner retouch	X
685E004	Apply temporary hair color	X
685E005	Apply semipermanent hair color	X
685E006	Create special hair color effects	X
685E007	Apply virgin bleach	X
685E008	Tint beard and mustache	X

		CHS
685E009	Remove hair color from skin	X
685E010	Remove artificial permanent/semipermanent color from hair	X

PERMANENT WAVING AND RELAXING (STRAIGHTENING) HAIR

		CHS
685F001	Test skin for chemical sensitivity to perm	X
685F002	Perform a preliminary strand test for perm	X
685F003	Apply permanent wave solution	X
685F004	Apply pick-up curl	X
685F005	Straighten permed hair	X
685F006	Relax hair chemically	X
685F007	Give an amplifying treatment	X
685F008	Thermal silk (press and curl) hair	X
685F009	Operate pro-vapor machine and accessories	X

CARING FOR SKIN, HANDS AND FEET (FACIALS, MANICURES, PEDICURES)

		CHS
685G001	Apply facial treatment	X
685G002	Apply facial makeup	X
685G003	Apply artificial eyelashes	X
685G004	Shape eyebrows	X
685G005	Remove hair using wax depilatory	X
685G006	Remove hair using electrolysis	X
685G007	Repair nails	X
685G008	Manicure nails	X
685G009	Apply artificial nails	X
685G010	Remove artificial nails	X
685G011	Give pedicure	X
685G012	Apply nail polish	X

PERFORMING WIG SERVICES

		CHS
685H001	Order custom-made wig or hairpiece	X
685H002	Shampoo human hair wig or hairpiece	X
685H003	Condition human hair wig or hairpiece	X
685H004	Clean and condition synthetic wig or hairpiece	X
685H005	Shampoo wig or hairpiece	X
685H006	Style wiglet	X
685H007	Set wig or hairpiece	X
685H008	Style wig on client's head	X
685H009	Style hairpiece on client's head	X

CLEANING AND STERILIZING IMPLEMENTS, EQUIPMENT AND FACILITIES

		CHS
685I001	Sterilize combs, brushes and implements	X
685I002	Sanitize electrical equipment	X
685I003	Wash curlers, clips, perm rods and perm trays	X
685I004	Launder towels, smocks and capes	X
685I005	Clean kitchen, lounge, stockroom, reception area, individual station and shampoo area	X